A Toolbox of Resources for the Iowa Quality Preschool Program Standards

Compiled by
Camille Catlett & Sarah E. Hamel

NOTE: Resources that are **highlighted in bold print** and display the following icon (◊) are available from the Early Childhood Resource Library. To order materials, phone 319/356-1345 or 800/272-7713 or e-mail disability-library@uiowa.edu. To view the catalogue, go to the CDD home page at http://uihealthcare.com/cdd.
- Click on "Information Resources"
- Click on "Disability Resource Library"
- Click on "Early Childhood Resource Library"

2nd edition, November 2005

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Resource Type	STANDARD 1: RELATIONSHIPS
PRINT MATERIALS	Baker, A.C., & Manfredi/Petit, L.A. (2004). *Relationships, the heart of quality care: Creating community among adults in early care settings.* Washington, DC: NAEYC. Barrera, I., Corso, R.M., & MacPherson, D. (2003). *Skilled dialogue: Strategies for responding to cultural diversity in early childhood.* Baltimore: Paul Brookes. Brault, L., & Brault, T. (2003). *Children with challenging behavior in child care: Resources for reflective thinking.* San Diego, CA: YMCA Childcare Resource Services (CRS). Butterfield, P.M., Martin, C.A., & Prairie, A.P. (2004). *Emotional connections: How relationships guide early learning.* Washington, DC: ZERO TO THREE. Center for Child and Family Studies. (1995). *Culture, family, and providers.* Sacramento, CA: California Department of Education. Center for Child and Family Studies. (1995). *Social-emotional growth and socialization.* Sacramento, CA: California Department of Education. Crary, E. (1993). *Without spanking or spoiling: A practical approach to toddler and preschool guidance.* Seattle: Parenting Press, Inc. Day, M., & Parlakian, R. (2003). *How culture shapes social-emotional development: Implications for practice in infant-family programs.* Washington, DC: ZERO TO THREE. de Melendez, W.R., & Ostertag, V. (1997). *Teaching young children in multicultural classrooms: Issues, concepts, and strategies.* Albany, NY: Delmar Publishers. Derman-Sparks, L., and the A.B.C. Task Force. (1989). *Anti-bias curriculum: Tools for empowering young children.* Washington, DC: National Association for the Education of Young Children. Dettmer, P., Thurston, L.P., & Dyck, N. (2005). *Consultation, collaboration and teamwork for students with special needs.* Boston: Allyn and Bacon. Edwards, P.A. (1999). *A path to follow: Learning to listen to parents.* New York: Heinemann. The Ewing Marion Kauffman Foundation. (2002). *Set for success: Building a strong foundation for school readiness based on the social-emotional development of young children.* Kansas City, MO: Author. Fenson, C., Dennis, B.C., & Palsha, S. (1998). *Hola means hello! Resources & ideas for promoting diversity in early childhood settings* (2nd ed.). Chapel Hill, NC: FPG Child Development Institute. Fishbaugh, M.S.E. (2000). *The collaboration guide for early career educators.* Baltimore: Paul Brookes. Hall, N. (1999). *Creative resources for the anti-bias classroom.* Albany, NY: Delmar Publishers. Hart, B., & Risley, T.R. (1995). *Meaningful differences in the everyday experience of young American children.* Baltimore, MD: Paul Brookes. Hewitt, D. (1995). *So this is normal, too? Teachers and parents working out developmental issues in young children.* St. Paul, MN: Redleaf Press. Hyson, M.C. (2004). *The emotional development of young children: Building an emotion-centered curriculum* (2nd ed.). New York: Teachers College Press. Kaiser, B., & Rasminsky, J. (1999). *Meeting the challenge: Effective strategies for challenging behaviors in early childhood environments.* Ottawa, Ontario: Canadian Child Care Federation. Kalyanpur, M., & Harry, B. (1999). *Culture in special education: Building reciprocal family-professional relationships.* Baltimore: Paul Brookes. Kostelnik, M.J., Onaga, E., Rohde, B., & Whiren, A. (2002). *Children with special needs: Lessons for early childhood professionals.* New York: Teachers College Press. Kostelnik, M.J., Whiren, A., Soderman, A., Stein, L., & Gregory, K. (2002). *Guiding children's social development: Theory to practice* (4th ed.). Albany, NY: Delmar Publishers. Landy, S. (2002). *Pathways to competence: Encouraging health, social and emotional development in young children.* Baltimore: Paul Brookes. Miller, P., Fader, L., & Vincent, L.J. (2000). Preparing early childhood educators to work with children with exceptional needs. In National Institute on Early Childhood Development and Education, *New teachers for a new century: The future of early childhood professional preparation.* Washington, DC: U.S. GPO. Miller, R. (1996). *The developmentally appropriate inclusive classroom in early education.* Florence, KY: Delmar. NAEYC. (2002) *Children and conflict: An opportunity for learning in the early childhood classroom.* Washington, DC: Author.

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PRINT MATERIALS	Neugebauer, B. (Ed.). (1992). *Alike and different: Exploring our humanity with young children*. Redmond, WA: Child Care Information Exchange. Odom, S.L. (Ed.) (2002*). Widening the circle: Including children with disabilities in preschool programs*. New York: Teachers College Press. Olson, J., Fodor, J., & Parks, L. (2001). *Challenging behaviors*. Moscow, ID: Idaho Center on Disabilities and Human Development. Project Copernicus. (1992). *Building parent/professional collaboration: Facilitator's guide.* Baltimore: Kennedy Krieger Institute. Pulido-Tobiassen, D., & Gonzalez-Mena, J. (1999). *A place to begin: Working with parents on issues of diversity.* Sacramento, CA: California Tomorrow. Roehlkepartain, J.L. & Leffert, N. (2000). *What young children need to succeed: Working together to build assets from birth to age 11*. Minneapolis, MN: Free Spirit Publishing. Sandall, S., Hemmeter, M.L., Smith, B.J., & McLean, M.E. (2005). *DEC recommended practices in early intervention/early childhood special education* (2nd ed.). Longmont, CO: Sopris West. Sandall, S., & Ostrosky, M. (1999). *Practical ideas for addressing challenging behaviors.* Longmont, CO: Sopris West. Schonkoff, J.P., & Phillips, D.A. (Eds.). (2000). *From neurons to neighborhoods: The science of early childhood development.* Washington, DC: National Academies Press. Schwartz, S. (2004). (3rd.ed.). *The new language of toys: Teaching communication skills to children with special needs.* Bethesda, MD: Woodbine House. Shore, R. (2002). *What kids need: Today's best ideas for nurturing, teaching and protecting young children*. Boston: Beacon Press. Southwest Educational Development Laboratory (SEDL). (2000). *Family and community involvement: Reaching out to diverse populations.* Austin, TX: Author. Tertell, E.A., Klein, S.M., & Jewett, J.L. (Eds.) (1998). *When teachers reflect: Journeys toward effective, inclusive practice*. Washington, DC: NAEYC. Trawick-Smith, J. (1994). *Interactions in the classroom: Facilitating play in the early years*. New York: MacMillan College Publishing. Turnbull, A., & Turnbull, R. (2001). (4th ed.). *Families, professionals and exceptionality: Collaborating for empowerment*. Upper Saddle River, NJ: Merrill Prentice Hall. Webster-Stratton, C. (1992). *The incredible years: A troubleshooting guide for parents of children aged 3-8.* Studio City, CA: Center for the Improvement of Child Caring. Weitzman, E., & Greenberg, J. (2002). (2nd ed.). *Learning language and loving it: A guide to promoting children's social and language development in early childhood settings*. Toronto: The Hanen Centre. Wolpert, E. (for the Committee for Boston Public Housing). (1999). *Start seeing diversity: The basic guide to an anti-bias classroom.* Saint Paul, MN: Redleaf Press. York, S. (2003). *Roots and wings: Affirming culture in early childhood programs* (Rev. ed.). Beltsville, MD: Redleaf Press. Zigler, E.F., Singer, D.G., & Bishop-Josef, S.J. (Eds.). (2004). *Children's play: The roots of reading.* Washington, DC: ZERO TO THREE.
VIDEOS/ CDs	Dunst, C., Roberts, K., & Gosser, E. (2001). *Power of the ordinary: A photographic journey of children's everyday learning opportunities.* Asheville, NC: Winterberry Press. ◊ **Edelman, L. (1991). *Delivering family-centered, home-based services.* Baltimore: Kennedy Krieger Institute.** ◊ **Freeman, T., Hutter-Pishgahi, L., & Traub, E. (2000). *Welcoming all children: Creating inclusive child care.* Bloomington, IN: Indiana Institute on Disability and Community.** ◊ **Gonzalez-Mena, J. (1996). *Diversity: Contrasting perspectives.* Crystal Lake, IL: Magna Systems.** Hanen Centre. (2002). *Learning language and loving it: The teaching tape and user's guide.* Buffalo, NY: The Hanen Program. Indiana Family and Social Services Administration. (1994*). Painting a positive picture: Proactive behavior management*. Washington, DC: NAEYC.

Resource Type	STANDARD 1: RELATIONSHIPS
	Kunc, N., & Van der Klift, E. (1995). *A credo for support.* Nanaimo, BC: Axis Consultation & Training, Ltd. ◊ **Learner Managed Designs. (1989).** *A circle of inclusion.* **Lawrence, KS: Author.** Magna Systems. (1993). *Play*. Crystal Lake, IL: Author. McCormick Tribune Foundation. (1999). *Ten things every child needs*. Available through independent bookstores. NAEYC. (2003). *Acquiring self-regulation.* Washington, DC: Author. ◊ **NAEYC. (2000).** *Child care and children with special needs.* **Washington, DC: Author.** NAEYC. (n.d.). *Social and emotional development of infants and toddlers video series.* Washington, DC: Author. National Institute for Early Education Research (NIEER). (2002). *Growing up and learning in preschool.* New Brunswick, NJ: Author. ◊ **Orlena Hawks Puckett Institute. (2002).** *Possibilities: A mother's story.* **Morganton, NC: Winterberry Press.** Parents Action for Children. (2000). *Discipline: Teaching limits with love.* New York: Author. ◊ **Partnerships for Inclusion. (1993).** *Can I play too?* **Chapel Hill, NC: FPG Child Development Institute, UNC-CH.** Perez-Mendez, C., & Moore, S.M. (2003). *Language and culture: Respecting family choices.* Boulder, CO: Landlocked Films LLC. ◊ **Portage Project. (1995).** *To have a friend.* **Portage, WI: Author.** Squires, J. (1998). *Playing with the standards: Achieving outcomes through children's play*. Montpelier, VT: Vermont Department of Education. Teaching Tolerance Project. (1997). *Starting small: Teaching tolerance in preschool and early grades.* Montgomery, AL: Southern Poverty Law Center. ◊ **Waletzko, P., & Ressemann, S. (1997).** *Recipe for life.* **Waite Park, MN: The iDEA Group**.
WEB/ ONLINE	**Ages and stages: 3 year-olds** - This web site offers good information about three year olds and their expected development. Areas of development addressed include intellectual development, physical development, and emotional and social development. **http://www.nncc.org/Child.Dev/ages.stages.3y.html** **Ages and stages: 4 year-olds** - This web site offers good information about four year olds and expectations re: intellectual development, physical development, and emotional and social development. **http://www.nncc.org/Child.Dev/ages.stages.4y.html** **Ages and stages: 5 year-olds** -This web site offers good information about five year olds and their expected development. Areas of development addressed include intellectual development, physical development, and emotional and social development. **http://www.nncc.org/Child.Dev/ages.stages.5y.html** **Ages and stages for caregivers: 3 years** - This web site provides a fact sheet for caregivers of three year olds. This two-page fact sheet provides excellent summaries of child development for three year olds. Topics addressed include physical development, communication development, cognitive development, and individual development (including social development). **http://ohioline.osu.edu/asc-fact/ASC7.pdf**
WEB/ ONLINE	**Ages and stages for caregivers: 4 years** - A wonderful resource, this web site provides a fact sheet for caregivers of four year olds. This two-page fact sheet provides excellent summaries of child development for four year olds. Topics addressed include physical development, communication development, cognitive development, and individual development (including social development). **http://ohioline.osu.edu/asc-fact/ASC8.pdf** **Ages and stages for caregivers: 5 Years** - A wonderful resource, this web site provides a fact sheet for caregivers of five year olds. This two-page fact sheet provides excellent summaries of child development for five year olds. Topics addressed include physical development, communication development, cognitive development, and individual development (including social development). **http://ohioline.osu.edu/asc-fact/ASC9.pdf**

Resource Type	STANDARD 1: RELATIONSHIPS
WEB/ ONLINE	**Center on the social and emotional foundations of early learning** - From the Center on the Social and Emotional Foundations of Early Learning, this web site provides links to many modules focusing on social and emotional development. Of particular interest is the Module 2 Presenter's PowerPoint Presentation on Social-Emotional Teaching Strategies. Handouts accompanying each module are also available. Many materials are available in English and Spanish. **http://csefel.uiuc.edu/modules.html** **Child development: 3-4 years** - This web site discusses various developmental issues for three and four year olds. Specific areas discussed include social and emotional development, physical development, and language. **http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=114&np=122&id=1888** **The Children of Immigrant Families** - This extensive document discusses many issues pertaining to immigrant families. Key topics include recommendations for children of immigrant families, life circumstances of immigrant families, ways to support immigrant children, and challenges immigrant children face. This is an excellent resource for anyone working with this population. **http://www.futureofchildren.org/usr_doc/Volume14_No2.pdf** **Clearinghouse on Early Education and Parenting: Connecting with Parents in the Early Years** - A research based document, this on-line book summarizes findings on disseminating information about child rearing to parents. Topics include connecting with parents, communicating with parents, and passing on to parents critical information relating to childrearing. **http://ceep.crc.uiuc.edu/pubs/connecting.html** **Effective practices for supporting children's social-emotional development and preventing challenging behaviors** - The Center on the Social and Emotional Foundations of Early Learning has developed a series of What Works Briefs. Each describes practical strategies, provides references to more information about the practice and includes a one-page handout, highlighting the major points of the Brief. Sixteen briefs are available to download. **http://csefel.uiuc.edu/whatworks.html** **Emotions matter: Making the case for the role of young children's emotional development for early school readiness** - A policy report on emotional development, this article provides excellent reasons why emotional development is so important. Particular attention is given to the role of emotional development in improving school readiness. **http://www.srcd.org/spr16-3.pdf** **Enhancing emotional vocabulary in young children** - This research-based handout provides information on enhancing emotional vocabulary in young children. Specific tactics to help children learn how to use words to express their emotions are provided. A listing of children's books addressing this topic is also provided. **http://csefel.uiuc.edu/modules/module2/english/h2-4.pdf** **General developmental sequence toddler through preschool** - This web site provides a nice summary of various aspects of development in preschool children including both emotional and social development. The web site is broken down by age so you can see the developmental differences between 3 and 4 year olds. **http://www.childdevelopmentinfo.com/development/devsequence.shtml** **Good times with preschoolers** - This lengthy article discusses the importance of learning about preschoolers. Summaries of physical, intellectual, emotional, and social development for four and five year olds are also provided. Specific approaches to learning are also suggested. **http://www.nncc.org/Series/good.time.presch.html** **Positive Approaches to Challenging Behavior for Young Children with Disabilities** - Resources to be found at this friendly site include strategies, tip sheets, case studies, publications and online discussion. **http://ici2.umn.edu/preschoolbehavior/**

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	Preschool development - This article discusses preschool development. Topics include what affects a child's development, physical development, cognitive development, social and emotional development, moral development, and the importance of plan. **http://www.ces.ncsu.edu/depts/fcs/human/preschooldev.html** A Spanish version is available at**: http://www.ces.ncsu.edu/depts/fcs/human/pubs/Sp_pre.html** **Preschoolers learn kindness from each other** - In describing various research, this article addresses social development, and what children learn through their social interactions. An emphasis on the development of kindness is provided. **http://www.nncc.org/Guidance/cc21_learn.kindness.html** **Promoting positive peer social interactions** - This evidence-based research brief discusses promoting positive peer social interactions. Specific, easy to apply examples are provided. **http://csefel.uiuc.edu/briefs/wwb8.pdf** **Self-esteem and pre-schoolers** - Designed for parents though applicable for all caregivers, this article discusses building self-esteem in preschoolers. Specific tips are provided. **http://www.extension.umn.edu/info-u/families/BE915.html** **Using classroom activities and routines as opportunities to support peer interaction** - This evidence based research brief discusses ways to support peer interactions using classroom activities and routines. Specific, easy to apply examples are provided. **http://csefel.uiuc.edu/briefs/wwb5.pdf** **Using environmental strategies to promote positive social interactions** - This evidence based research brief discusses how to use environmental strategies to promote positive social interactions. Specific, easy to apply examples are provided. **http://csefel.uiuc.edu/briefs/wwb6.pdf** **The whole child: Social and emotional development** - This web site describes social and emotional development in children from birth through five years of age. **http://www.pbs.org/wholechild/abc/social.html**

Resource Type	STANDARD 2: CURRICULUM
	# LANGUAGE DEVELOPMENT

ACTIVITIES	**Children's literature.** There are many ways that children's books can be used to promote understanding of exceptionality among children and adults. Find and share good examples of books that positively feature children and families who are diverse in many ways. Have participants examine favorite books for evidence of bias or stereotype. Ask participants to develop literature response activities for new books. **Collections.** Have participants bring collections they may have. As participants display and review all collections have them see how many ways they can sort, classify, arrange, combine, etc. Encourage participants to think about how this relates to families of all children. **Developmental milestones activities.** Create a matrix that contains different ages and developmental milestones. Participants need to match the particular milestone/skill with the age group where they think it belongs. This activity assists in discussion about different developmental milestones of children and the impact disabilities may have on this growth. Alternatively, discuss how developmental milestones may or may not vary in children with and without disabilities. **Disability simulations.** Put Vaseline or saran wrap over glasses and try to walk, put socks on hands and try to pick up pennies, write a passage in code and ask someone to read it, etc. Discuss how experiencing a disability can better prepare us to support all learners. **Giving directions.** Divide participants into pairs, seated back to back, and give them similar manipulatives (LEGOs, blocks, etc.). Have one person build a structure. The person who built the structure must then describe the structure while their partner tries to duplicate it. Debrief on what they learned about communication. Ask: How does this relate to working with all families, and especially those with children with disabilities? **Question and Answer.** At one point during a workshop have a question and answer session where participants can ask any questions of the presenters. Instruct the presenters to give unclear answers using jargon that participants are likely not aware of. After a few questions have been asked have the presenters answer the questions again, this time using simple, clear answers with basic vocabulary. Discuss how just like adults, children prefer to have their questions answered with clear, understandable explanations. **Video observation.** Show a video clip of a young child engaged in a variety of activities. Divide the participants into small groups (4-6) and ask observers to record observations in one of the domains of development: gross motor, fine motor, cognition, and communication, social/emotional, and adaptive. After the clip, each small group discusses their observations and then shares with the larger group. Replay the video (second chance to observe). Ask each group to add to their observations and then share what they've added to the larger group. Build on observations to add descriptive vocabulary, make connections (e.g., is intentionality a function of communication? Cognition?).
PRINT MATERIALS	American Speech-Language-Hearing Association. (n.d.). *How does your child hear and talk?* Rockville, MD: American Speech-Language-Hearing Association. Ballenger, C. (1999). *Teaching other people's children: Literacy and learning in a bilingual classroom.* New York: Teachers College Press. Blose, D., & Smith, L. (1995). *Thrifty nifty stuff for little kids: Developmental play using home resources.* Austin, TX: PRO-ED. Child Development Division, California Department of Education. (1998). *Assessing and fostering the development of a first and second language in early childhood.* Sacramento, CA: CA Dept of Education.

Resource Type	STANDARD 2: CURRICULUM
PRINT MATERIALS	de Melendez, W.R., & Ostertag, V. (1997). *Teaching young children in multicultural classrooms: Issues, concepts, and strategies.* Albany, NY: Delmar Publishers. Derman-Sparks, L., and The A.B.C. Task Force. (1989). *Anti-bias curriculum: Tools for empowering young children.* Washington, DC: National Association for the Education of Young Children. Fraser, S., & Gestwicki, C. (2002). *Authentic childhood: Exploring Reggio Emilia in the classroom.* Albany, NY: Delmar. Gonzalez-Mena, J. (2004). *Foundations of early childhood education: Teaching children in a diverse society with resources for observation and reflection* (3rd ed.). Mountain View, CA: Mayfield Publishing. Gregory, E. (Ed.). (1997). *One child, many worlds: Early learning in multicultural communities.* New York: Teachers College Press. Hall, N. (1999). *Creative resources for the anti-bias classroom.* Albany, NY: Delmar Publishers. Hart, B., & Risley, T.R. (1995). *Meaningful differences in the everyday experience of young American children.* Baltimore, MD: Paul Brookes. Hewitt, D. (1995). *So this is normal too? Teachers and parents working out developmental issues in young children.* St. Paul, MN: Redleaf Press. Jalongo, M.R. (2002). (3rd. ed.) *Early childhood language arts.* Needham Heights, MA: Allyn & Bacon. Kostenik, M.J., Soderman, A.K., & Whiren, A.P. (2004*). Developmentally appropriate curriculum: Best practices in early childhood education.* Upper Saddle River, NJ: Pearson Education. Kostelnik, M.J. (Ed.) (1991). *Teaching young children using themes.* Parsippany, NJ: Good Year Books. MacDonald, S. (2002). *Idea bags for the kitchen: Easy take-home cooking activities to promote parent involvement.* Grand Rapids, MI: McGraw-Hill Children's Publishing. Miller, R. (1996). *The developmentally appropriate inclusive classroom in early education.* Florence, KY: Delmar. Morris, L.R. & Schulz, L. (1989). *Creative play activities for children with disabilities.* Champaign, IL: Human Kinetics Books. Neugebauer, B. (Ed.). (1992). *Alike and different: Exploring our humanity with young children.* Redmond, WA: Child Care Information Exchange. Odom, S.L. (Ed.) (2002*). Widening the circle: Including children with disabilities in preschool programs.* New York: Teachers College Press. Rockwell, R., Hoge, D.R., & Searcy, B. (1999). *Linking language: Simple language and literacy activities throughout the curriculum.* Beltsville, MD: Gryphon House. Rosenkoetter, S.E., & Knapp-Philo, J. (2004). *Learning to read the world: Language and literacy in the first three years.* Washington, DC: ZERO TO THREE. ◊ **Sandall, S., & Schwartz, I. (2002). *Building blocks for preschoolers with special needs*. Baltimore: Paul Brookes**. Schuyler, V., & Sowers, J. (1998). (4th ed.). *Parent-infant communication.* Portland, OR: Hearing and Speech Institute. Schwartz, S., (2004). (3rd ed.) *The new language of toys: Teaching communication skills to children with special needs: A guide for parents and teachers.* Bethesda, MD: Woodbine House. Smith, M.W., & Dickinson, D.K. (2002). *Early Language and Literacy Classroom Observation (ELLCO) toolkit.* Baltimore, MD: Paul Brookes. Tabors, P.O. (1997). *One child, two languages: A guide for preschool educators of children learning English as a second language.* Baltimore: Paul Brookes. Trawick-Smith, J. (1994). *Interactions in the classroom: Facilitating play in the early years.* New York: MacMillan College Publishing. Weitzman, E., & Greenberg, J. (2002). (2nd ed.). *Learning language and loving it: A guide to promoting children's social and language development in early childhood settings.* Toronto: The Hanen Centre. Wolpert, E. (for the Committee for Boston Public Housing). (1999). *Start seeing diversity: The basic guide to an anti-bias classroom.* Saint Paul, MN: Redleaf Press. York, S. (2003). *Roots and wings: Affirming culture in early childhood programs* (Revised ed.). Beltsville, MD: Redleaf Press. Zigler, E.F., Singer, D.G., & Bishop-Josef, S.J. (Eds.). (2004). *Children's play: The roots of reading.* Washington, DC: ZERO TO THREE.

Resource Type	STANDARD 2: CURRICULUM
VIDEOS/ CDS	◊ **California Department of Education. (1998).** *Observing preschoolers: Assessing first and second language development.* **Sacramento, CA: Author.** Child Development Division, California Department of Education. (1998). *Talking with preschoolers: Strategies for promoting first and second language development..* Sacramento, CA: California Department of Education. Cole, K. (1999). *Language is the key.* Seattle, WA: Washington Learning Systems. Dunst, C., Roberts, K., & Gosser, E. (2001). *Power of the ordinary: A photographic journey of children's everyday learning opportunities.* Asheville, NC: Winterberry Press. Educational Products Inc. (2003). *STARTING POINTS, Program 3: Bringing language alive!* Beaverton, OR: Author. Educational Services, Inc. (2000). *A creative adventure: Supporting development and learning through art, music, movement and dialogue: A guide for parents and professionals.* Alexandria, VA: Head Start Information & Publication Center. ◊ **Freeman, T., Hutter-Pishgahi, L., & Traub, E. (2000).** *Welcoming all children: Creating inclusive child care.* **Bloomington, IN: Indiana Institute on Disability and Community.** ◊ **Gonzalez-Mena, J. (1996).** *Diversity: Contrasting perspectives.* **Crystal Lake, IL: Magna Systems.** Hanen Centre. (1999). *Learning language and loving it: An introduction.* Buffalo, NY: The Hanen Program. ◊ **Learner Managed Designs. (1989).** *A circle of inclusion.* **Lawrence, KS: Author.** Magna Systems. (1993). *Play.* Crystal Lake, IL: Author. ◊ **NAEYC. (2000).** *Child care and children with special needs.* **Washington, DC: Author.** ◊ **NAEYC. (1998).** *Developing the young bilingual learner.* **Washington, DC: Author.** National Institute for Early Education Research (NIEER). (2002). *Growing up and learning in preschool.* New Brunswick, NJ: Author. ◊ **Portage Project. (1995).** *To have a friend.* **Portage, WI: Author.** Squires, J. (1998). *Playing with the standards: Achieving outcomes through children's play.* Montpelier, VT: Vermont Department of Education. Teaching Tolerance Project. (1997). *Starting small: Teaching tolerance in preschool and early grades.* Montgomery, AL: Southern Poverty Law Center.
WEB/ ONLINE	**3 year-olds: Ages and stages** - This resource geared towards parents (though helpful for anyone working with children) provides a fact sheet summarizing child development of three year olds. Physical development, mental development, and social and emotional development are addressed. A list of suggested books for children pertaining to these topics is also provided. **http://www.extension.iastate.edu/Publications/PM1530E.pdf** **4 year-olds: Ages and stages** - This resource geared towards parents (though helpful for anyone working with children) provides a fact sheet summarizing child development of four year olds. Physical development, mental development, and social and emotional development are addressed. A list of suggested books for children pertaining to these topics is also provided. **http://www.extension.iastate.edu/Publications/PM1530F.pdf** **A child becomes a reader: Birth through preschool -** This booklet offers advice for parents of children from birth to preschool on how to support reading development at home, and how to recognize preschool and day care activities that start children on the road to becoming readers. **http://www.nifl.gov/partnershipforreading/publications/pdf/low_res_child_reader_B-K.pdf** **Ages and stages: 3 year-olds** - This web site offers good information about three year olds and their expected development. **http://www.nncc.org/Child.Dev/ages.stages.3y.html** **Ages and stages: 4 year-olds** - This web site offers good information about four year olds and their expected development. Areas of development addressed include intellectual development, physical development, and emotional and social development. **http://www.nncc.org/Child.Dev/ages.stages.4y.html**

Resource Type	STANDARD 2: CURRICULUM
WEB/ ONLINE	**Ages and stages: 5 year-olds** -This web site offers good information about five year olds and their expected development. Areas of development addressed include intellectual development, physical development, and emotional and social development. **http://www.nncc.org/Child.Dev/ages.stages.5y.html**

Ages and stages for caregivers: 3 years - This web site provides a fact sheet for caregivers of three year olds. This two-page fact sheet provides excellent summaries of child development for three year olds. Topics addressed include physical development, communication development, cognitive development, and individual development (including social development). **http://ohioline.osu.edu/asc-fact/ASC7.pdf**

Ages and stages for caregivers: 4 years - A wonderful resource, this web site provides a fact sheet for caregivers of four year olds. Topics addressed include physical development, communication development, cognitive development, and individual development (including social development). **http://ohioline.osu.edu/asc-fact/ASC8.pdf**

Ages and stages for caregivers: 5 Years - A wonderful resource, this web site provides a fact sheet for caregivers of five year olds. This two-page fact sheet provides excellent summaries of child development for five year olds. Topics addressed include physical development, communication development, cognitive development, and individual development (including social development). **http://ohioline.osu.edu/asc-fact/ASC9.pdf**

Child development: 3-4 years - This web site discusses various developmental issues for three and four year olds. Specific areas discussed include social and emotional development, physical development, and language. **http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=114&np=122&id=1888**

Children's literature and disability – A list of resources to help parents and professionals identify books written by and about individuals with disabilities. **http://www.nichcy.org/pubs/bibliog/bib5.pdf**

Developmental milestones: A guide for parents, the third year - Created by the National Network for Child Care, this resource provides a nice summary list of developmental milestones three year olds are expected to reach in the areas of motor skills, sensory and thinking skills, and language and social skills. **http://www.nncc.org/Child.Dev/mile3.html**

Developmental milestones: A guide for parents, the fourth year- Created by the National Network for Child Care, this resource provides a nice summary list of developmental milestones four year olds are expected to reach in the areas of motor skills, sensory and thinking skills, and language and social skills. **http://www.nncc.org/Child.Dev/mile4.html**

Developmental milestones: Ages 3-5 - This web site offers an outline of several different areas of development broken down for three, four, and five year olds. Specific areas covered include motor development, language and thinking development, and social and emotional development. **http://www.schwablearning.org/articles.asp?r=324&g=1**

Enhancing emotional vocabulary in young children - This research-based handout provides information on enhancing emotional vocabulary in young children. Tactics to help children learn how to use words to express their emotions are provided. **http://csefel.uiuc.edu/modules/module2/english/h2-4.pdf**

Enhancing language skills - Focusing specifically on enhancing language skills, the web site provides a listing of 21 web sites on this topic. The plethora of resources will be very helpful to all individuals working with young children. h**ttp://cyfernet.ces.ncsu.edu/cyfdb/browse_3.php?cat_id=488&category_name=Enhancing+Language+Skills&search=NNCC&search_type=browse** |

Resource Type	STANDARD 2: CURRICULUM
WEB/ ONLINE	**Evidence based practice: Developing guidelines for language assessment and language intervention with children** – This web site provides links to many presentations and articles focusing specifically on evidence-based practices pertaining to language development. Many wonderful resources are suggested. **http://www.bamford-lahey.org/ebp.html** **General development sequence toddler through preschool** - This web site provides a nice summary of various aspects of development in preschool children. The section on intellectual development discusses language and communication. The web site is broken down by age so you can see the developmental differences between 3 and 4 year olds. **http://www.childdevelopmentinfo.com/development/devsequence.shtml** **Good times with preschoolers** - This lengthy article discusses the importance of learning about preschoolers. Summaries of physical, intellectual, emotional, and social development for four and five year olds are also provided. Specific approaches to learning are also suggested. **http://www.nncc.org/Series/good.time.presch.html** **Helping your child become a reader**- This booklet offers pointers on how to build the language skills of young children, and includes a list of typical language accomplishments for different age groups, suggestions for books, and resources for children with reading problems or learning disabilities. **http://www.ed.gov/parents/academic/help/reader/index.html** **Language and literacy environments in preschools** -This online article discusses preschool literacy environments, and the impact that appropriate environments can have on language and literacy development. **http://www.readingrockets.org/print.php?ID=45** **Preschool development** - This article discusses preschool development. Topics include what affects a child's development, physical development, cognitive development, social and emotional development, moral development, and the importance of plan. **http://www.ces.ncsu.edu/depts/fcs/human/preschooldev.html.** A Spanish version is available at**: http://www.ces.ncsu.edu/depts/fcs/human/pubs/Sp_pre.html**. **Preschooler development** - This document on preschool development discusses many important areas that will be informative to both teachers and parents. Physical, social-emotional, and intellectual development are discussed, with information broken down for three year olds and four year olds. Suggested activities to try with these two ages are also described. **http://www.nncc.org/Child.Dev/presch.dev.html** **Teaching our youngest: A guide for preschool teachers and child care and family providers** - This booklet draws from scientifically based research about what you can do to help children to develop their language abilities, increase their knowledge, become familiar with books and other printed materials, learn letters and sounds, recognize numbers, and learn to count. Many examples of strategies you can use for teaching these skills are included here. Also included are examples of ways to create an environment in your preschool classrooms that will nurture children's natural curiosity and their zest for learning. **http://www.ed.gov/teachers/how/early/teachingouryoungest/index.html** **The whole child: Communication skills** - This web site describes communication development in children from birth through five years of age. **http://www.pbs.org/wholechild/abc/communication.html**

Resource Type	STANDARD 2: CURRICULUM
	# EARLY LITERACY DEVELOPMENT
ACTIVITIES	**Children's literature.** There are many ways that children's books can be used to promote understanding of exceptionality among children and adults. Find and share good examples of books that positively feature children and families who are diverse in many ways. Have participants examine favorite books for evidence of bias or stereotype. Ask participants to develop literature response activities for new books.
PRINT MATERIALS	Adams, M.J., Foorman, B.R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children.* Baltimore: Paul Brookes. Ballenger, C. (1999). *Teaching other people's children: Literacy and learning in a bilingual classroom.* New York: Teachers College Press. Bardige, B.S., & Segal, M.M. (2004). *Building literacy with love.* Washington, DC: ZERO TO THREE. Beaty, J.J. (1997). *Building bridges with multicultural picture books for children 3-5.* Upper Saddle River, NJ: Prentice-Hall. Beaty, J.J., & Pratt, L. (2002). *Early literacy in preschool and kindergarten.* Upper Saddle River, NJ: Prentice-Hall. Blaska, J.K. (1996). *Using children's literature to learn about disabilities and illness.* Moorhead, MN: Practical Press. Bowman, B. (Ed.). (2002). *Love to read: Essays in developing and enhancing early literacy skills of African-American children.* Washington, DC: National Black Child Development Institute. Burns, M.S., Griffin, P., & Snow, C.E. (1999). *Starting out right: A guide to promoting children's reading success.* Washington, DC: National Academy Press. Head Start Information & Publication Center. (1997). *Emerging literacy: Linking social competence to learning.* Alexandria, VA: Author. Howes, C. (2003). *Teaching 4- to 8- year olds: Literacy, math, multiculturalism and classroom community.* Baltimore: Paul Brookes. Jalongo, M.R. (2004). (2nd ed.). *Young children and picture books.* Washington, DC: NAEYC. Kostenik, M.J., Soderman, A.K., & Whiren, A.P. (2004*). Developmentally appropriate curriculum: Best practices in early childhood education*. Upper Saddle River, NJ: Pearson Education. Lilly, E., & Green, C. (2004). *Developing partnerships with families through children's literature.* Upper Saddle River, NJ: Pearson Education. Mueller, S. (2005). *Everyday literacy: Environmental print activities for children 3 to 8.* Beltsville, MD: Gryphon House. Neuman, S.B., Copple, C., & Bredekamp, S. (2000). *Learning to read and write: Developmentally appropriate practices for young children.* Washington, DC: NAEYC. Neuman, S.B., & Roskos, K.A. (1998). *Children achieving: Best practices in early literacy.* Newark, DE: International Reading Association. Parlakian, R. (2003). *Before the ABCs: Promoting school readiness in infants and toddlers.* Washington, DC: ZERO TO THREE. Rockwell, R., Hoge, D.R., & Searcy, B. (1999). *Linking language: Simple language and literacy activities throughout the curriculum.* Beltsville, MD: Gryphon House. Rosenkoetter, S.E., & Knapp-Philo, J. (2004). *Learning to read the world: Language and literacy in the first three years.* Washington, DC: ZERO TO THREE. Schickedanz, J.A. (1999). *Much more than the ABCs: The early stages of reading and writing.* Washington, DC: NAEYC. Syverson, A.N., O'Connor, R.E., & Vadasy, P. (1998). *Ladders to literacy: A preschool activity book.* Baltimore: Paul Brookes. Vohs, J.R., & Romano, C.A. (Eds.). (2003). *Literacy resource guide for families and educators.* Boston: The Federation for Children with Special Needs. Vukelich, C., & Christie, J. (2004). *Building a foundation for preschool literacy: Effective instruction for children's reading and writing development.* Newark, DE: International Reading Association.

Resource Type	STANDARD 2: CURRICULUM
PRINT MATERIALS	Weitzman, E., & Greenberg, J. (2002). (2nd ed.). *Learning language and loving it: A guide to promoting children's social & language development in early childhood settings.* Toronto, Canada: Hanen Centre. Zigler, E.F., Singer, D.G., & Bishop-Josef, S.J. (Eds.). (2004). *Children's play: The roots of reading.* Washington, DC: ZERO TO THREE.
VIDEOS/ CDS	Brain Wonders. (n.d.). *Sharing books with babies.* Boston: ZERO TO THREE. Child Development Division, California Department of Education. (1998). *Talking with preschoolers: Strategies for promoting first and second language development..* Sacramento, CA: California Department of Education. Clearvue. (2003). *Preschool fun for kids: ABC's!* Chicago: Author. Cole, K. (1999). *Language is the key.* Seattle, WA: Washington Learning Systems. Hanen Centre. (1999). *Learning language and loving it: An introduction.* Buffalo, NY: The Hanen Program. NAEYC (1999). *Far ago and long away: Innovative story telling.* Washington, DC: Author.
WEB/ ONLINE	**A child becomes a reader: Birth through preschool -** This booklet offers advice for parents of children from birth to preschool on how to support reading development at home, and how to recognize preschool and day care activities that start children on the road to becoming readers. **http://www.nifl.gov/partnershipforreading/publications/pdf/low_res_child_reader_B-K.pdf** **Brain wonders: Early literacy** – This web site provides basic information on what early literacy is, as well as development information illustrating stages of literacy development. Resources for teachers and parents are also provided. **http://www.zerotothree.org/brainwonders/EarlyLiteracy.html** **Children's literature and disability –** A list of resources to help parents and professionals identify books written by and about individuals with disabilities. **http://www.nichcy.org/pubs/bibliog/bib5.pdf** **Culturally Responsive Literacy Instruction** – This online document discusses several areas of literacy instruction that are specifically designed to be culturally responsive. **http://www.nccrest.org/Briefs/Literacyfinal.pdf** **Helping your child become a reader** - This booklet offers pointers on how to build the language skills of young children, and includes a list of typical language accomplishments for different age groups, suggestions for books, and resources for children with reading problems or learning disabilities. **http://www.ed.gov/parents/academic/help/reader/index.html** **International Reading Association** – This organization is devoted to improving the literacy of learners at all ages. A variety of resources are available on their web site ranging from lesson plans for teachers to parent resources. **http://www.reading.org/resources/index.html** **Language and literacy environments in preschools** -This online article discusses preschool literacy environments, and the impact that appropriate environments can have on language and literacy development. **http://www.readingrockets.org/print.php?ID=45** **Put reading first: helping your child learn to read** - This brochure, designed for parents of young children, describes the kinds of early literacy activities that should take place at school and at home to help children learn to read successfully. It is based on the findings of the National Reading Panel. **http://www.nifl.gov/partnershipforreading/publications/reading_first2.html** **Put reading first—K-3** - This booklet summarizes for teachers what researchers have discovered about how to teach children to read successfully. It describes the findings of the National Reading Panel Report and provides analysis and discussion in five areas of reading instruction: phonemic awareness; phonics; fluency; vocabulary; and text comprehension, with suggestions for use. **http://www.nifl.gov/partnershipforreading/publications/reading_first1.html**

Resource Type	STANDARD 2: CURRICULUM
WEB/ ONLINE	**Reading tips for parents** - Addresses topics such as: How Can I Help My Child Be Ready to Read and Ready to Learn? Includes How Do I Know a Good Early Reading Program When I See One? Simple Strategies for Creating Strong Readers; and The Five Essential Components of Reading. **http://www.ed.gov/parents/read/resources/readingtips/index.html** **READY*SET*READ** - A Joint Project of the Corporation for National Service, the U.S. Department of Education, and the U.S. Department of Health and Human Services The READY*SET*READ* guides are for families and caregivers. They provide ideas for helping young children learn about language and reading through age-appropriate activities. Suggestions are grouped by age (young babies, crawlers and walkers, toddlers, preschoolers). Guide for families: **http://www.ed.gov/Family/RSRforFamily/**. Spanish guide for families: **http://www.ed.gov/Family/Familias/**. Guide for caregivers: **http://www.ed.gov/Family/RSRforCaregvr/.** Spanish guide for caregivers: **http://www.ed.gov/Family/Cuidadores/.** **Teaching our youngest** – This booklet draws from scientifically based research about what you can do to help children to develop their language abilities, increase their knowledge, become familiar with books and other printed materials, learn letters and sounds, recognize numbers, and learn to count. Many examples of strategies you can use for teaching these skills are included here. Also included are examples of ways to create an environment in your preschool classrooms that will nurture children's natural curiosity and their zest for learning. **http://www.ed.gov/teachers/how/early/teachingouryoungest/index.html**

Resource Type	STANDARD 2: CURRICULUM

EARLY MATHEMATICS DEVELOPMENT

ACTIVITIES	**Classification.** Gather a set of materials that can be sorted into different piles (ideally these materials relate to the training purpose of the workshop). Materials could be something as simple as note cards with content written on them. Have participants sort all materials into categories, allowing them to select the categories. Then ask if they can sort the materials into a different set of categories. After you have done this several times talk with participants about the value of classification activities. Children can learn a great deal about various topics when asked to classify objects in different manners. For instance, you could give them a set of blocks and ask them to classify by size, shape, color, etc. Or you could give them a set of puppets and ask them to classify based on various characteristics. **Math Concepts.** Ask participants to think of all the ways they could use a group of ten children to teach math concepts. For instance, have the children look in a mirror to see their eye color. Then record and graph the eye colors. **Memory.** For a wrap up activity, create a game of memory using concepts presented throughout the workshop. Write down key/take home points on index cards (be sure to write each point on two separate index cards). Have participants try to find matches for these concepts using the Memory rules. This is a nice way to review the key points presented at the workshop. Then talk with participants about the value of this simple, traditional game. Memory can be used to promote children's cognitive development in so many ways. For instance, after teaching the numbers 1 through 10 make a set of Memory cards for these numbers, or after a discussion of firefighters create cards picturing objects found in firehouses. It doesn't take long to put together a nice set of Memory cards, and when children play this game they are having fun and learning.

Resource Type	STANDARD 2: CURRICULUM
PRINT MATERIALS	Clements, D.H. (2001). Mathematics in the preschool. *Teaching Children Mathematics, 7(5),* 270-275. Cook, G., Jones, L, Murphy, C., & Thumston, G. (1997). *Enriching early mathematical learning.* St. Paul, MN: Readleaf Press. Copley, J.V. (2000). *The young child and mathematics.* Washington, DC: NAEYC. Epstein, A.S., & Gainsley, S. (2005). *"I'm older than you. I'm five!" Math in the preschool classroom.* Ypsilanti, MI: High/Scope Press. Hirsch, E.S. (Ed.) (1996). *The block book.* (3rd ed.) Washington, DC: NAEYC. Howes, C. (2003). *Teaching 4- to 8- year olds: Literacy, math, multiculturalism and classroom community.* Baltimore: Paul Brookes. Kostenik, M.J., Soderman, A.K., & Whiren, A.P. (2004*). Developmentally appropriate curriculum: Best practices in early childhood education*. Upper Saddle River, NJ: Pearson Education. Kostelnik, M.J. (Ed.) (1991). *Teaching young children using themes*. Parsippany, NJ: Good Year Books. ◊ **Williams, R., Lubawy, J., & Cunningham, D. (2005). *Preschool math*. Beltsville, MD: Gryphon House.**
VIDEOS/ CDS	Balsmeyer, R., & Lathan, S. (1999). *Sesame Street: 1-2-3 count with me.* Carrolton, GA: Sony Wonder. Balsmeyer, R., & Lathan, S. (1997). *Sesame Street: Learning about numbers.* Carrolton, GA: Sony Wonder. Clearvue. (2003). *Preschool fun for kids! Numbers.* Chicago: Author. High/Scope Educational Research Foundation. (2004). *Classification, seriation, and number: Booklet and video set.* St. Paul, MN: Redleaf Press. Scarry, R. (1989). *Richard Scarry's best counting video ever!* Carrolton, GA: Sony Wonder. Warner Home Video. (2004). *Leap frog: Math circus.* Los Angeles: Author.
WEB/ ONLINE	**Activities integrating mathematics and science** – This web site is dedicated to enriching teaching and learning in math and science. Activities, puzzles, resources and professional development opportunities are offered. **http://www.aimsedu.org/** **Early childhood mathematics: Promoting good beginnings** – This web site provides the executive summary of the NAEYC position statement on teaching math to young children. **http://www.naeyc.org/about/positions/pdf/Mathematics_Exec.pdf** **Early childhood mathematics: Promoting good beginnings** – This web site provides the complete NAEYC position statement on teaching math to young children. **http://www.naeyc.org/about/positions/pdf/psmath.pdf** **Eisenhower National Clearinghouse of Math and Science Education** – This web site offers math and science resources for teachers, including lessons, activities, web sites and opportunities for professional development. **http://www.enc.org/** **Helping your child learn mathematics** – This is a booklet for parents made up of fun activities that parents can use with children from preschool age through grade 5 to strengthen their math skills and build strong positive attitudes toward math. **http://www.ed.gov/parents/academic/help/math/index.html**. Available in Spanish at **http://www.ed.gov/espanol/parents/academic/matematicas/index.html.** **Lesson Plans** – This web site provides lesson plans for preschool through high school teachers. Specific subject areas addressed include literacy and book activities, math, science, health, social studies, and physical education. **http://lessonplanz.com/Preschool/** **Math help for parents** - The major portion of this booklet is made up of fun activities that parents can use with children from preschool age through grade 5 to strengthen their math skills and build strong positive attitudes toward math. **http://www.ed.gov/parents/academic/helpmath/index.html**

Resource Type	STANDARD 2: CURRICULUM
	# SCIENTIFIC INQUIRY AND KNOWLEDGE
ACTIVITIES	**Classification.** Gather a set of materials that can be sorted into different piles (ideally these materials relate to the training purpose of the workshop). Materials could be something as simple as note cards with content written on them. Have participants sort all materials into categories, allowing them to select the categories. Then ask if they can sort the materials into a different set of categories. After you have done this several times talk with participants about the value of classification activities. Children can learn a great deal about various topics when asked to classify objects in different manners. For instance, you could give them a set of blocks and ask them to classify by size, shape, color, etc. Or you could give them a set of puppets and ask them to classify based on various characteristics. **Collections.** Have participants bring in samples of any collections they may have. As participants display and review all collections have them see how many ways they can sort, classify, arrange, combine, etc. Encourage participants to think about how this relates to families of all children, including children with special needs.
PRINT MATERIALS	Chalufour, I., & Worth, K. (2004). *Building structures with young children.* St. Paul, MN: Redleaf Press. Chalufour, I., & Worth, K. (2003). *Discovering nature with young children.* St. Paul, MN: Redleaf Press. Kostenik, M.J., Soderman, A.K., & Whiren, A.P. (2004*). Developmentally appropriate curriculum: Best practices in early childhood education*. Upper Saddle River, NJ: Pearson Education. Kostelnik, M.J. (Ed.) (1991). *Teaching young children using themes*. Parsippany, NJ: Good Year Books. Midden, K., Olthof, M., & Starbuck, S. (2002). *Hollyhocks and honeybees: Garden projects for young children.* St. Paul, MN: Redleaf Press. Miller, K. (1989). *The outside play and learning book: Activities or young children*. Beltsville, MD: Gryphon House. Rivkin, M.S. (1995). *The great outdoors: Restoring children's right to play outside*. Washington, DC: NAEYC. Rockwell, R.E., Sherwood, E.A., & Williams, R.A. (1996). *Hug a tree and other things to do outdoors with young children*. Beltsville, MD: Gryphon House. Sherwood, E.A., Williams, R.A., & Rockwell, R.E. (1990). *More mudpies to magnets: Science for young children*. Beltsville, MD: Gryphon House. Thonney, P.F., & Farrell, T.J. (1995). *Kitchen science for kids.* St. Paul, MN: Redleaf Press. ◊ **Williams, R.A., Rockwell, R.E., & Sherwood, E.A. (1984). *Mudpies to magnets: Science for young children.* Beltsville, MD: Gryphon House** Worth, K., & Grollman, S. (2003). *Worms, shadows, and whirlpools: Science in the early childhood classroom.* St. Paul, MN: Redleaf Press.
VIDEOS/ CDS	Chalufour, I., Worth, K., & Education Development Center, Inc. (2003). *Discovering nature with young children trainer's set.* St. Paul, MN: Redleaf Press. Clearvue. (2003). *Captain Jon explores the ocean.* Chicago: Author. Clearvue. (2002). *The Shelly T turtle show: Animal fun time.* Chicago: Author. NAEYC. (2001). *Your classroom computer center: How does it measure up?* Washington, DC: Author. NAEYC. (1995). *Exploring science and nature.* Washington, DC: Author.
WEB/ ONLINE	**Activities integrating mathematics and science** – This web site is dedicated to enriching teaching and learning in math and science. Activities, puzzles, resources and professional development opportunities are offered. **http://www.aimsedu.org/** **The Center for Improved Engineering and Science Education** – This organization was founded in 1988 to improve K-12 science and mathematics education through the use of technology. Their site offers a wide range of teacher resources, from classroom projects to workshops. **http://www.k12science.org/**

Resource Type	STANDARD 2: CURRICULUM
WEB/ ONLINE	**Eisenhower National Clearinghouse of Math and Science Education** – This web site offers math and science resources, including lessons, activities and web sites. **http://www.enc.org/** **Helping your child learn science** - This booklet provides parents with information, tools and activities they can use to help their child develop an interest in the sciences and learn about the world around them. Web site is also in Spanish. **http://www.ed.gov/parents/academic/help/science/index.html** **Lesson Plans** – This web site provides lesson plans for preschool through high school teachers. Specific subject areas addressed include literacy and book activities, math, science, health, social studies, and physical education. **http://lessonplanz.com/Preschool/** **National Science Teachers Association** – This web site includes a variety of resources for classroom use and professional development. **http://www.nsta.org/elementaryschool** **U.S. Department of Agriculture for Kids** – This web site offers resources about food, nutrition, agriculture, weather and other topics in English and Spanish. **http://www.usda.gov/news/usdakids/**

Resource Type	STANDARD 2: CURRICULUM

OURSELVES, OUR COMMUNITIES & OUR WORLD

ACTIVITIES	**Distribute one aquarium rock** (all the same color) to small groups of participants (5). Give one person in each group a different colored rock. Each group forms a circle with each person holding his/her rock. Ask them to name their rock and tell a neighbor what the rock's name is. Ask them to think about what this rock's past is and what future it has. Then have participants put their rocks in a pile in the middle of the circle. Ask them to then find their own rock and stand back in a circle again. Ask them to share how they identified their rock. Ask how the people with a special colored rock felt? Did they feel different, unique, special? Did they feel a part of the group? How can we not only recognize uniqueness, but value it? **Place where I belong.** To discuss how important environment is send participants around a building (classroom) on a scavenger hunt to find something that sparks a childhood memory, something you don't understand, something that might insult your intelligence, something you'd like to take home with you, something you'd like to take to a deserted island, something that has other uses, etc. **When Do We Eat?** When beginning a workshop spend time covering those essentials like what does the schedule for the day look like, when is lunch, and where are the bathrooms. Model to the workshop participants the importance of explaining and sticking to a schedule. Use this example to underscore how children want to know what is going to happen throughout the day. This may be especially true for children with some disabilities and children with emotional/social issues.
PRINT MATERIALS	Butterfield, P.M., Martin, C.A., & Prairie, A.P. (2004). *Emotional connections: How relationships guide early learning.* Washington, DC: ZERO TO THREE. Day, M., & Parlakian, R. (2003). *How culture shapes social-emotional development: Implications for practice in infant-family programs.* Washington, DC: ZERO TO THREE. de Melendez, W.R., & Ostertag, V. (1997). *Teaching young children in multicultural classrooms: Issues, concepts, and strategies.* Albany, NY: Delmar Publishers. Fraser, S., & Gestwicki, C. (2002). *Authentic childhood: Exploring Reggio Emilia in the classroom.* Albany, NY: Delmar.

PRINT MATERIALS	Kostelnik, M.J. (Ed.) (1991). *Teaching young children using themes*. Parsippany, NJ: Good Year Books. Landy, S. (2002). *Pathways to competence: Encouraging health, social and emotional development in young children.* Baltimore: Paul Brookes. Lee, E., Menkard, D., & Okazawa-Rey, M. (Eds.). (2002). *Beyond heroes and holidays: A practical guide to K-12 anti-racist, multicultural education and staff development.* Washington, DC: Teaching for Change. Mayesky, M. (2002). *How to foster creativity in all children.* Clifton Park, NY: Delmar. Miller, K. (1989). *The outside play and learning book: Activities or young children*. Beltsville, MD: Gryphon House. Rockwell, R.E., Sherwood, E.A., & Williams, R.A. (1996). *Hug a tree and other things to do outdoors with young children*. Beltsville, MD: Gryphon House.
VIDEOS/ CDs	Dunst, C., Roberts, K., & Gosser, E. (2001). *Power of the ordinary: A photographic journey of children's everyday learning opportunities.* Asheville, NC: Winterberry Press. National Institute for Early Education Research (NIEER). (2002). *Growing up and learning in preschool.* New Brunswick, NJ: Author. Perez-Mendez, C., & Moore, S.M. (2003). *Language and culture: Respecting family choices.* Boulder, CO: Landlocked Films LLC.
WEB/ ONLINE	**Preschooler development** - This document on preschool development discusses many important areas that will be informative to both teachers and parents. Physical, social-emotional, and intellectual development are discussed, with information broken down for three year olds and four year olds. Suggested activities to try with these two ages are also described. **http://www.nncc.org/Child.Dev/presch.dev.html** A Spanish version is available at **http://www.nncc.org/Child.Dev/sp.etapa.preesc.html** **Preschoolers learn kindness from each other** - In describing various research, this article addresses social development, and what children learn through their social interactions. An emphasis on the development of kindness is provided. **http://www.nncc.org/Guidance/cc21_learn.kindness.html** **Promoting positive peer social interactions** - This evidence-based research brief discusses promoting positive peer social interactions. Specific, easy to apply examples are provided. **http://csefel.uiuc.edu/briefs/wwb8.pdf** **Self-esteem and pre-schoolers** - Designed for parents though applicable for all caregivers, this article discusses building self-esteem in preschoolers. Specific tips are provided. **http://www.extension.umn.edu/info-u/families/BE915.html** **Using classroom activities and routines as opportunities to support peer interaction** - This evidence based research brief discusses ways to support peer interactions using classroom activities and routines. Specific, easy to apply examples are provided. **http://csefel.uiuc.edu/briefs/wwb5.pdf** **Using environmental strategies to promote positive social interactions** - This evidence based research brief discusses how to use environmental strategies to promote positive social interactions. Specific, easy to apply examples are provided. **http://csefel.uiuc.edu/briefs/wwb6.pdf**

CREATIVE EXPRESSION & APPRECIATION FOR THE ARTS

ACTIVITIES	**Picture this.** Provide a collection of pictures from magazines, catalogs, etc. that represent a wide variety of environments. Have participants discuss these environments and how it might make them feel to be in this environment, how they would behave, etc. Widen this discussion to environments for children. **Giving directions.** Put participants into pairs and give them similar manipulatives (LEGOs, blocks, etc.). Have one person build a structure. The other person does not look. The person who built the structure must describe the structure and their partner tries to duplicate it. Debrief on what they learned about communication. Ask: How does this relate to working with all families, including those with children with disabilities?
PRINT MATERIALS	Althouse, R., Johnson, M.H., & Mitchell, S.T. (2003). *The colors of learning: Integrating the visual arts into the early childhood curriculum.* New York: Teachers College Press. Chenfeld, M.B. (2002). (3rd ed.). *Creative experiences for young children.* Portsmouth, NH: Heinemann. Conners, A.F. (2004). *101 rhythm instrument activities for young children.* St. Paul, MN: Redleaf Press. Educational Services, Inc. (2000). *A creative adventure: Supporting development and learning through art, music, movement and dialogue: A guide for parents and professionals.* Alexandria, VA: Head Start Information & Publication Center. Fraser, S., & Gestwicki, C. (2002). *Authentic childhood: Exploring Reggio Emilia in the classroom.* Clifton Park, NY: Delmar. Hirsch, E.S. (Ed.) (1996). *The block book.* (3rd ed.) Washington, DC: NAEYC. Kohl, M.F., Ramsey, R., & Bowman, D. (2002). *First art: Art experiences for toddlers and twos.* St. Paul, MN: Redleaf Press. Kostelnik, M.J. (Ed.) (1991). *Teaching young children using themes.* Parsippany, NJ: Good Year Books. Kostenik, M.J., Soderman, A.K., & Whiren, A.P. (2004*). Developmentally appropriate curriculum: Best practices in early childhood education.* Upper Saddle River, NJ: Pearson Education. Mayesky, M. (2002). *How to foster creativity in all children.* Clifton Park, NY: Delmar. Miller, K. (1989). *The outside play and learning book: Activities or young children.* Beltsville, MD: Gryphon House. Pica, R. (2004). *Experiences in movement: Birth to age 8.* Clifton Park, NY: Delmar. Rivkin, M.S. (1995). *The great outdoors: Restoring children's right to play outside.* Washington, DC: NAEYC. Schiller, P., & Moore, T. (2004). *Do you know the muffin man? Literacy activities using favorite rhymes and songs.* St. Paul, MN: Redleaf Press. Stuart, D. (1994). *Start with the arts: Early childhood educational program.* Baltimore: Paul Brookes.
VIDEOS/ CDS	Educational Services, Inc. (2000). *A creative adventure: Supporting development and learning through art, music, movement and dialogue: A guide for parents and professionals.* Alexandria, VA: Head Start Information & Publication Center. NAEYC. (1999). *Music play: Bah bah be-bop.* Washington, DC: Author. NAEYC. (1998). *Dramatic play: More than playing house.* Washington, DC: Author. NAEYC. (1993). *Before and after school: Creative experiences.* Washington, DC: Author. NAEYC. (1993). *Block play: Constructing realities.* Washington, DC: Author.
WEB/ ONLINE	**Art appreciation and visual arts theme: Preschool activities and crafts** - This web site provides many art activities appropriate for preschool children. The web site also lists activities designed to foster an appreciation for art in young children. **http://www.first-school.ws/theme/artapp.htm** **Crafts for kids** – Not only does this web site provide many art activities for young children, but it also describes a variety of Spanish activities. **http://www.enchantedlearning.com/crafts/** **Kinderart** – This is a wonderful web site emphasizing the importance of art in preschool. Articles geared towards parents and teachers discuss the importance of teaching preschool children art. In addition, over 1000 art activities appropriate for preschool children are provided. **http://www.kinderart.com/**

	Preschool art activities – This web site offers a multitude of art activities for preschool children broken down by season (i.e. summer art, winter art). Within each season are categories, and for each category (i.e. ocean life) multiple activities are suggested. **http://www.preschoolexpress.com/art_station.shtml** **Preschool education: Arts and crafts** – This web site provides preschool art activities broken down by theme. A plethora of themes are represented on this web site. **http://www.preschooleducation.com/art.shtml**

PHYSICAL DEVELOPMENT AND SKILLS

ACTIVITIES	**All Tied Up.** Tie participants' arms together and give them several tasks to engage in, for instance eating, writing, and making a phone call. Continue the activity tying different body parts together and asking participants to engage in various tasks (for instance, tie their knees and ankles together and ask them to run). Conclude the activity with a discussion of how important various body parts are in allowing us to easily perform daily events. This same activity can be conducted with children to help them understand the unique roles that various body parts play. **Break Time.** Plan several activities to incorporate throughout an all day presentation to allow participants to stand up, stretch, and move around. These opportunities will be greatly appreciated by the participants. Make this into a fun group activity by planning songs or other short games that incorporate movement. Inform participants that you are aware that adults enjoy having the chance to stretch and move around after sitting for awhile. These simple activities can be done throughout the day in preschool classes also. Emphasize that just like adults, children enjoy and benefit health-wise from regular opportunities to engage in gross motor movements. **Calorie Count.** Break participants into teams of two or three. Provide each team with a list of about thirty foods. Ask them to order the thirty items from the least number of calories to the most. Compare participants' lists at the end of the activity to see which team was most accurate. Look for trends in terms of food items that participants incorrectly rated as being lower in calories. Discuss with participants the importance of helping children understand what foods are healthy and what foods are not healthy. Talk about how at the outset certain foods might seem healthy (like those participants incorrectly rated as being lower in calories), but in reality they are not. **Developmental milestones activities.** Create a matrix that contains different ages and developmental milestones. Participants need to match the particular milestone/skill with the age group where they think it belongs. This activity assists in discussion about different developmental milestones of children and the impact disabilities may have on this growth. Alternatively, discuss how developmental milestones may or may not vary in children with and without disabilities. **Disability simulations.** Put Vaseline or saran wrap over glasses and try to walk, put socks on hands and try to pick up pennies, write a passage in code and ask someone to read it, etc. Discuss how experiencing a disability can better prepare us to support all learners. **Meal memories.** Ask participants to share mealtime memories they have from childhood. In addition to discussing nutrition concepts, issues surrounding values and customs help shape routines and interactions.
PRINT MATERIALS	Aronson, S.S. (Ed.). (2002). *Healthy young children: A manual for programs*. Washington, DC: Author. Bennett, B.S., Hendricks, C., & Smith, C.J. (1997). *Growing, growing strong: A whole health curriculum for young children.* St. Paul, MN: Redleaf Press. Blose, D., & Smith, L. (1995). *Thrifty nifty stuff for little kids: Developmental play using home resources*. Austin, TX: PRO-ED.

PRINT MATERIALS	Hewitt, D. (1995). *So this is normal too? Teachers and parents working out developmental issues in young children*. St. Paul, MN: Redleaf Press. Hirsch, E.S. (Ed.) (1996). *The block book*. (3rd ed.) Washington, DC: NAEYC. Howes, C. (2003). *Teaching 4- to 8- year-olds: Literacy, math, multiculturalism and classroom community*. Baltimore: Paul Brookes. Kostenik, M.J., Soderman, A.K., & Whiren, A.P. (2004*). Developmentally appropriate curriculum: Best practices in early childhood education*. Upper Saddle River, NJ: Pearson Education. Landy, S. (2002). *Pathways to competence: Encouraging health, social and emotional development in young children.* Baltimore: Paul Brookes. MacDonald, S. (2002). *Idea bags for the kitchen: Easy take-home cooking activities to promote parent involvement*. Grand Rapids, MI: McGraw-Hill Children's Publishing. Miller, K. (1989). *The outside play and learning book: Activities or young children*. Beltsville, MD: Gryphon House. Miller, R. (1996). *The developmentally appropriate inclusive classroom in early education.* Florence, KY: Delmar. Morris, L.R. & Schulz, L. (1989). *Creative play activities for children with disabilities*. Champaign, IL: Human Kinetics Books. Odom, S.L. (Ed.) (2002*). Widening the circle: Including children with disabilities in preschool programs*. New York: Teachers College Press. Pica, R. (2004). *Experiences in movement: Birth to age 8*. Clifton Park, NY: Delmar. Rivkin, M.S. (1995). *The great outdoors: Restoring children's right to play outside*. Washington, DC: NAEYC. Rockwell, R.E., Sherwood, E.A., & Williams, R.A. (1996). *Hug a tree and other things to do outdoors with young children*. Beltsville, MD: Gryphon House. ◊ **Sandall, S., & Schwartz, I. (2002).** ***Building blocks for preschoolers with special needs.*** **Baltimore: Paul Brookes.** Sandall, S., Hemmeter, M.L., Smith, B.J., & McLean, M.E. (2005). *DEC recommended practice in early intervention/early childhood special education* (2nd ed.). Longmont, CO: Sopris West. Sanders, S.W. (2002). *Active for life: Developmentally appropriate movement programs for young children*. Washington, DC: NAEYC. Schonkoff, J.P., & Phillips, D.A. (Eds.). (2000). *From neurons to neighborhoods: The science of early childhood development..* Washington, DC: National Academies Press. Sher, B. (1998). *Extraordinary play with ordinary things: Recycling everyday materials to build motor skills*. San Antonio, TX: The Psychological Corporation. Trawick-Smith, J. (1994). *Interactions in the classroom: Facilitating play in the early years*. New York: MacMillan College Publishing.
VIDEOS/ CDs	◊ **Freeman, T., Hutter-Pishgahi, L., & Traub, E. (2000).** ***Welcoming all children: Creating inclusive child care.*** **Bloomington, IN: Indiana Institute on Disability and Community.** ◊ **Learner Managed Designs. (1989).** ***A circle of inclusion.*** **Lawrence, KS: Author.** Magna Systems. (1993). *Play*. Crystal Lake, IL: Author. McCormick Tribune Foundation. (1999). *Ten things every child needs*. Available through independent bookstores. ◊ **NAEYC. (2000).** ***Child care and children with special needs.*** **Washington, DC: Author.** National Institute for Early Education Research (NIEER). (2002). *Growing up and learning in preschool*. New Brunswick, NJ: Author. ◊ **Orlena Hawks Puckett Institute. (2002).** ***Possibilities: A mother's story.*** **Morganton, NC: Winterberry Press.** Squires, J. (1998). *Playing with the standards: Achieving outcomes through children's play*. Montpelier, VT: Vermont Department of Education.
WEB/ ONLINE	**Ages and stages for caregivers: 3 years** - This web site provides a fact sheet for caregivers of three year olds. This two-page fact sheet provides excellent summaries of child development for three year olds. Topics addressed include physical development, communication development, cognitive development, and individual development (including social development). **http://ohioline.osu.edu/asc-fact/ASC7.pdf**

WEB/ ONLINE	**Ages and stages for caregivers: 4 years** - A wonderful resource, this web site provides a fact sheet for caregivers of four year olds. This two-page fact sheet provides excellent summaries of child development for four year olds. Topics addressed include physical development, communication development, cognitive development, and individual development (including social development). **http://ohioline.osu.edu/asc-fact/ASC8.pdf** **Ages and stages for caregivers: 5 Years** - A wonderful resource, this web site provides a fact sheet for caregivers of five year olds. This two-page fact sheet provides excellent summaries of child development for five year olds. Topics addressed include physical development, communication development, cognitive development, and individual development (including social development). **http://ohioline.osu.edu/asc-fact/ASC9.pdf** **Developmental milestones: A guide for parents, the third year** - Created by the National Network for Child Care, this resource provides a nice summary list of developmental milestones three year olds are expected to reach in the areas of motor skills, sensory and thinking skills, and language and social skills. **http://www.nncc.org/Child.Dev/mile3.html** **Developmental milestones: A guide for parents, the fourth year**- Created by the National Network for Child Care, this resource provides a nice summary list of developmental milestones four year olds are expected to reach in the areas of motor skills, sensory and thinking skills, and language and social skills. **http://www.nncc.org/Child.Dev/mile4.html** **General developmental sequence toddler through preschool** - This web site provides a nice summary of various aspects of development in preschool children including physical development. The web site is broken down by age so you can see the developmental differences between 3 and 4 year olds. **http://www.childdevelopmentinfo.com/development/devsequence.shtml** **Normal growth and development of preschoolers** - Taking a medical perspective, this document summarizes the normal growth and development of preschoolers. Physical growth, movement (including both gross and fine motor skills), language development, intellectual development, and daily living skills are discussed among many topics. **http://www.healthtouch.com/bin/EContent_HT/cnoteShowLfts.asp?fname=00374&title=NORMAL+GROWTH+AND+DEVELOPMENT+OF+PRESCHOOLERS+&cid=HTHLTH** **Nutrition and diet -** This web site provides categories of information pertaining to nutrition in young children. Each category provides a bibliography of many excellent web sites on the particular topic. Categories include childhood obesity, dietary guidelines, food and nutrition activities, food safety, meals and snacks, and mealtime behavior. **http://cyfernet.ces.ncsu.edu/cyfdb/browse_2pageAnncc.php?subcat=Nutrition+and+Diet&search =NNCC&search_type=browse** **Preschool development** - This article discusses preschool development. Topics include what affects a child's development, physical development, cognitive development, social and emotional development, moral development, and the importance of plan. **http://www.ces.ncsu.edu/depts/fcs/human/preschooldev.html** . A Spanish version is available at**: http://www.ces.ncsu.edu/depts/fcs/human/pubs/Sp_pre.html** . **Preschooler development** - This document on preschool development discusses many important areas that will be informative to both teachers and parents. Physical, social-emotional, and intellectual development are discussed, with information broken down for three year olds and four year olds. Suggested activities are also described. **http://www.nncc.org/Child.Dev/presch.dev.html**

Resource Type	STANDARD 3: TEACHING
PRINT MATERIALS	Beaty, J.J. (1997). *Building bridges with multicultural picture books for children 3-5.* Upper Saddle River, NJ: Prentice-Hall. Blose, D. & Smith, L. (1995). *Thrifty nifty stuff for little kids: Developmental play using home resources.* Austin, TX: PRO-ED, Inc. Bowman, B., Donovan, M.S., & Burns, M.S. (Eds.). (2000). *Eager to learn: Educating our preschoolers.* Washington, DC: National Academies Press. Bredekamp, S., & Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs.* Washington, DC: National Association for the Education of Young Children. Bricker, D., Veltman, P., & Munkres, A., (1995). *Activity-based intervention.* Baltimore: Brookes. Cavallaro, C., & Haney, M. (1999). *Preschool inclusion.* Baltimore: Brookes. Chenfield, M.B. (2002). (3rd. ed.). *Creative experiences for young children.* Portsmouth, NH: Heinemann. Curtis, D., & Carter, M. (1996). *Reflecting children's lives: A handbook for planning child-centered curriculum.* St. Paul, MN: Redleaf Press. de Melendez, W.R., & Ostertag, V. (1997). *Teaching young children in multicultural classrooms: Issues, concepts, and strategies.* Albany, NY: Delmar Publishers. Derman-Sparks, L., and The A.B.C. Task Force. (1989). *Anti-bias curriculum: Tools for empowering young children.* Washington, DC: National Association for the Education of Young Children. Doyle, M. B. (2002). *Paraprofessional's guide to the inclusive classroom.* Baltimore: Paul Brookes. Fraser, S., & Gestwicki, C. (2002). *Authentic childhood: Exploring diversity in early childhood settings* (2nd ed.). Chapel Hill, NC: FPG *Reggio Emilia in the classroom.* Clifton Park, NY: Delmar. Gonzalez-Mena, J. (2004). *Foundations of early childhood education: Teaching children in a diverse society with resources for observation and reflection* (3rd ed.). Mountain View, CA: Mayfield Publishing. ◊ **Gould, P., & Sullivan, J. (1999). *The inclusive early childhood classroom: Easy ways to adapt learning centers for all children.* Beltsville, MD: Gryphon House.** Hall, N. (1999). *Creative resources for the anti-bias classroom.* Albany, NY: Delmar Publishers. Harry, B., Kalyanpur, M., & Day, M. (1999). *Building cultural reciprocity with families: Case studies in special education.* Baltimore: Paul Brooks. Hart, B., & Risley, T.R. (1995). *Meaningful differences in the everyday experience of young American children.* Baltimore, MD: Paul Brookes. Hewitt, D. (1995). *So this is normal too? Teachers and parents working out developmental issues in young children.* St. Paul, MN: Redleaf Press. Howes, C. (2003). *Teaching 4- to 8- year-olds: Literacy, math, multiculturalism and classroom community.* Baltimore: Paul Brookes. Hull, K., Goldhaber, J., & Capone, A. (2002). *Opening doors: An introduction to inclusive early childhood.* Boston: Houghton Mifflin. Kalyanpur, M., & Harry, B. (1999). *Culture in special education: Building reciprocal family-professional relationships.* Baltimore: Paul Brookes. Kendall, R.E. (1995). (2nd ed.). *Diversity in the classroom: New approaches to the education of young children.* New York: Teachers College Press. Kuschner, A., Cranor, L., & Brekken, L. (Eds). (1996). *Project EXCEPTIONAL (Exceptional Children: Education in preschool techniques for inclusion, opportunity-building, nurturing and learning).* Sacramento, CA: CA Dept of Education. Lynch, E.W., & Hanson, M.J. (2004). (3rd ed.). *Developing cross-cultural competence: A guide for working with children and their families.* Baltimore: Paul Brookes. McIntyre, E., Rosebery, A., & Gonzalez, N. (Eds.). (2001). *Classroom diversity: Connecting curriculum to students' lives.* Portsmouth, NH: Heinemann. Miller, R. (1996). *The developmentally appropriate inclusive classroom in early education.* Florence, KY: Delmar. Montana University Affiliated Institute on Disabilities. (1999). *Child Care+ curriculum on inclusion: Practical strategies for early childhood programs.* Missoula, MT: Author.

Resource Type	STANDARD 3: TEACHING
PRINT MATERIALS	Morris, L.R., & Schulz, L. (1989). (2nd ed.) *Creative play activities for children with disabilities: A resource book for teachers and parents*. Champaign, IL: Human Kinetics Books. Odom, S.L. (Ed.) (2002*). Widening the circle: Including children with disabilities in preschool programs*. New York: Teachers College Press. Pang, V. (2004). *Multicultural education: A caring-centered, reflective approach* (2nd ed.). Boston: McGraw-Hill. Perry, G., & Duru, M. (Eds.) (2000). *Resources for developmentally appropriate practices*. Washington, DC: NAEYC. Sandall, S., McLean, M.E., & Smith, B.J. (2005). *DEC recommended practices in early intervention/early childhood special education*. Longmont, CO: Sopris West. Sandall, S. & Ostrosky, M. (Eds.) (2001). *Teaching strategies: What to do to support young children's development*. Longmont, CO: Sopris West. ◊ **Sandall, S.R., & Schwartz, I.S. (2002).** ***Building blocks for teaching preschoolers with special needs*. Baltimore: Paul Brookes.** Trawick-Smith, J. (1994). *Interactions in the classroom: Facilitating play in the early years*. New York: MacMillan College Publishing. Valdes, G. (1996). *Con respeto: Bridging the distances between culturally diverse families and schools*. New York: Teachers College Press. Wesley, P.W., & Dennis, B. (2001). *Inclusive childcare: A training series for early childhood professionals*. Chapel Hill, NC: Partnerships for Inclusion, FPG Child Development Institute, UNC-CH. Wesley, P.W., Dennis, B.C., & Tyndall, S.T. (1998). *QuickNotes: Inclusion resources for early childhood professionals*. Lewisville, NC: Kaplan Press. Wolery, M., & Wilbers, J.S. (Eds*.) Including children with special needs in early childhood programs*. Washington, DC: NAEYC. ◊ **Wolery, R.A., Odom, S.L. (2000).** ***An administrator's guide to preschool inclusion*. Chapel Hill, NC: University of North Carolina, FPG Child Development Institute.** Wolpert, E. (1999). Start seeing diversity: The basic guide to an anti-bias classroom. Saint Paul, MN: Redleaf Press.
VIDEOS/ CDs	Center for Child and Family Studies. (1993). *Essential connections: Ten keys to culturally sensitive child care.* Sacramento, CA: California Department of Education. Child Development Division, California Department of Education. (1998). *Talking with preschoolers.* Sacrament, CA: California Department of Education. ◊ **Edelman, L. (1991).** ***Delivering family-centered, home-based services.* Baltimore: Kennedy Krieger Institute.** Educational Services, Inc. (2000). *A creative adventure: Supporting development and learning through art, music, movement and dialogue: A guide for parents and professionals*. Alexandria, VA: Head Start Information & Publication Center. ◊ **Freeman, T., Hutter-Pishgahi, L., & Traub, E. (2000).** ***Welcoming all children: Creating inclusive child care.* Bloomington, IN: Indiana Institute on Disability and Community.** ◊ **Learner Managed Designs. (1989).** ***A circle of inclusion*. Lawrence, KS: Author.** ◊ **NAEYC. (2000).** ***Child care and children with special needs.* Washington, DC: Author.** ◊ **NAEYC. (1998).** ***Developing the young bilingual learner.* Washington, DC: Author.** National Institute for Early Education Research (NIEER). (2002). *Growing up and learning in preschool.* New Brunswick, NJ: Author. ◊ **Portage Project. (1995).** ***To have a friend.* Portage, WI: Author.** ◊ **Sandall, S. (2001).** ***DEC recommended practices: Selected strategies for teaching young children with special needs.* Denver: Sopris West.** Teaching Tolerance Project. (1997). *Starting small: Teaching tolerance in preschool and early grades.* Montgomery, AL: Southern Poverty Law Center. ◊ **Western Oregon State College Teaching Research Division. (1996).** ***Giving our children the best: Recommended practices in early childhood special education.* Monmouth, OR: Author.**

WEB/ ONLINE	*An administrator's guide to preschool inclusion* – Helpful resources from barriers and roadblocks to supports, strategies and illustrations. **http://www.fpg.unc.edu/~publicationsoffice/pdfs/AdmGuide.pdf** **Building strong foundations for early learning: Guide to high quality early childhood programs** - An online book providing information about high quality early childhood centers, this resource discusses many approaches to learning. **http://www.ed.gov/offices/OUS/PES/early_learning/index.html** **The Children of Immigrant Families** - This extensive document discusses many issues pertaining to immigrant families. Key topics include recommendations for children of immigrant families, life circumstances of immigrant families, ways to support immigrant children, and challenges immigrant children face. This is an excellent resource for anyone working with this population. **http://www.futureofchildren.org/usr_doc/Volume14_No2.pdf** **Curiosity: The fuel of development** - An article geared towards teachers, this web site focuses on the importance of curiosity from a developmental perspective. Specific tips for teachers are also given. **http://teacher.scholastic.com/professional/bruceperry/curiosity.htm** **Eager to learn: educating our preschoolers** - This on-line book entitled "Eager to Learn: Educating Our Preschoolers" should not be missed. The chapters address many approaches to learning. **http://www.nap.edu/books/0309068363/html/** **Good times with preschoolers** - This lengthy article discusses the importance of learning about preschoolers. Summaries of physical, intellectual, emotional, and social development for four and five year olds are also provided. Specific approaches to learning are also suggested. **http://www.nncc.org/Series/good.time.presch.html** **The perpetual preschool** - Perpetual Preschool provides many learning activities for preschool activities as well as articles describing approaches to learning for this population. This web site provides a wealth of information that preschool teachers will likely come back to again and again. **http://www.perpetualpreschool.com/** **Teaching our youngest: A guide for preschool teachers and childcare and family providers** - This booklet draws from scientifically based research about what you can do to help children to develop their language abilities, increase their knowledge, become familiar with books and other printed materials, learn letters and sounds, recognize numbers, and learn to count. Many examples of strategies you can use for teaching these skills are included here. Also included are examples of ways to create an environment in your preschool classrooms that will nurture children's natural curiosity and their zest for learning. **http://www.ed.gov/teachers/how/early/teachingouryoungest/index.html** **Theories relating to child development** - This extensive document discusses a variety of aspects of creativity in young children including planning and implementing creative activities, field-tested activities, and the relationship of play to a child's overall development. **http://www.earlychilded.delmar.com/pdf/mayesky_ch1.pdf** **The whole child: Creativity and play** - This article from PBS discusses creativity and play, specifically how to foster creativity. In addition to the article, other sections of the web site provide do's and don'ts for creativity, activities to try at home, and an additional resource list, among other things. **http://www.pbs.org/wholechild/parents/play.html**

Resource Type	STANDARD 4: ASSESSMENT
PRINT MATERIALS	California Department of Education. (2000). *Handbook on assessment and evaluation in early childhood special education programs.* Sacramento, CA: Author. Curtis, D., & Carter, M. (2000). *The art of awareness: How observation can transform your teaching.* St. Paul, MN: Redleaf Press. Gober, S.Y. (2001). *Six simple ways to assess young children.* St. Paul, MN: Redleaf Press. Grisham-Brown, J. & Haynes, D.G. (1999). *Reach for the stars, planning for the future.* Louisville, KY: American Printing House for the Blind, Inc. Hemmeter, M.L., Joseph, G.E., Smith, B.J., & Sandall, S. (2001). *DEC recommended practices program assessment: Improving practices for young children with special needs and their families.* Denver: Sopris West. Jablon, J.R., Dombro, A.L., & Dichtelmiller, M.L. (1999). *The power of observation*. Washington, DC: Teaching Strategies, Inc. Linder, T. W. (1993). *Transdisciplinary play-based assessment.* Baltimore: Paul Brookes. Losardo, A., & Notari-Syverson, A. (2001). *Alternative approaches to assessing young children*. Baltimore: Paul Brookes. McAfee, O., Leong, D.J., & Bodrova, E. (2004). *Basics of assessment: A primer for early childhood educators*. Washington, DC: NAEYC. McLean, M., Wolery, M., & Bailey, D.B. (2004). (3rd ed.). *Assessing infants and preschoolers with special needs.* Upper Saddle River, NJ: Pearson Education. Meisels, S.J., & Fenichel, E. (Eds.). (1996). *New visions for the developmental assessment of infants and young children.* Washington, DC: ZERO TO THREE/National Center for Clinical Infant Programs. Ostrosky, M.M. & Horn, E. (eds.) (2002). *Assessment: Gathering meaningful information*. Monograph Series No. 4. Denver, CO: Sopris West. Sandall, S., McLean, M.E., & Smith, B.J. (2000). *DEC recommended practices in early intervention/early childhood special education.* Denver, CO: Sopris West.
VIDEOS/ CDS	◊ **California Department of Education. (1998). *Observing preschoolers: Assessing first and second language development.* Sacramento, CA: Author.** Child Development Resources. (1992). *Transdisciplinary arena assessment process: A resource for teams.* Norge, VA: Author. Colker, L.J. (1995). *Observing young children: Learning to look, looking to learn.* Washington, DC: Teaching Strategies. Drake, A., & Kubetz, D. (2003). (2nd ed.). *The world of children: Developing child observation skills.* Glen Ellyn, IL: Office of Instructional Design, College of DuPage. McClain, C., & Osbourn, P. (1993). *But he knows his colors: Characteristics of autism in children birth to three.* Van Nuys, CA: Child Health and Development Media, Inc. NAEYC. (1996). *Charting growth: Assessment.* Washington, DC: Author. National Association of School Psychologists. (2003). *Portraits of the children: Culturally competent assessment.* Bethesda, MD: Author. ◊ **Spectrum Project and Project A.C.T. (1999). *A three-way conversation: Effective use of cultural mediators, interpreters, and translators.* Denver: Western Media Products.** Squires, J. (2000). *Learning about young children: Play-based screening in early childhood.* Montpelier, VT: Vermont Department of Education.
WEB/ ONLINE	**Assessing the development of preschoolers** - This web site provides ways for parents to assess their children's development. Normal developmental patterns of preschoolers are discussed so that parents can determine whether their child's development is on track. **http://www.kidsource.com/kidsource/content/assessing.html** **Assessing kindergarten children: A compendium of assessment instruments –** Useful product from the SouthEastern Regional Vision for Education (SERVE) **http://www.serve.org/publications/rdakcc.pdf**

Resource Type	STANDARD 4: ASSESSMENT
	Assessing kindergarten children: What school systems need to know – Useful document from the SouthEastern Regional Vision for Education (SERVE) **http://www.serve.org/publications/rdakcg.pdf .** **Children's mental health resource kit: Promoting children's mental health screens and assessments** - The Children's Defense Fund (CDF) has produced a new resource kit on children's mental health screens and assessments. The kit includes fact sheets, action strategies and resources. **http://www.childrensdefense.org/childwelfare/mentalhealth/resourcekit/full.pdf#xml=http://childrensdefense.org.master.com/texis/master/search/mysite.txt?q=children%27s+mental+health+resource+kit&order=r&id=08412a22447cfcb1&cmd=xml** **Early identification** - The National Early Childhood TA Center has compiled a variety of helpful and informative resources at this site. Publications on key topics (e.g., eligibility, informed clinical opinion), information from funded projects and examples of state assessment practices are examples of what's available. **http://www.nectac.org/topics/earlyid/earlyid.asp** **Evidence based practice: Developing guidelines for language assessment and language intervention with children** – This web site provides links to many presentations and articles focusing specifically on evidence-based practices pertaining to language development. Many wonderful resources are suggested. **http://www.bamford-lahey.org/ebp.html** **How Can I Assess the Development of My Preschooler? -** This brochure describes areas of development that parents can assess, thoughts on when a parent should seek professional help with assessment and resources for more information. **http://www.ldonline.org/ld_indepth/early_identification/parent_brochure.html** **New Visions for Parents -** The helpful resources available through this web site include a letter for parents (about developmental assessment), a guidebook (*New Visions: A Parent's Guide to Understanding Developmental Assessment*), information on preparing for the assessment process and a list of frequently used terms. **http://www.zerotothree.org/parent.html?Load=parent_intro.html** **Recommended Practices for Assessment in Early Childhood Settings (Birth to Eight Years)** - This site's fifty-one PowerPoint slides from an April 2001 presentation by John T. Neisworth and Stephen J. Bagnato are a rich resource on assessment. Links to other assessment resources by these authors are provided. **http://www.nectac.org/topics/earlyid/RecPractices/recpractices_home.asp** **Statewide Readiness Assessment -** A range of resources (position statements, articles, conference proceedings, web sites) on this evolving aspect of assessment are available at this site. **http://www.nectac.org/topics/readiassess/readiassess.asp** **Technical assistance document for the category of developmentally delayed and use of professional judgment –** A resource from the Early Childhood Network, Center for Development and Disabilities in New Mexico. **http://cdd.unm.edu/ec/ECPre/nmddelaypt1.pdf** **Using Accommodations in the Assessment of Young Children with Disabilities** - The strategies offered at this site are designed to assist teachers in structuring environments in which young children with disabilities can show what they know and can do. This is a nice resource to use when thinking about how to maximize assessment outcomes. **http://www.regionvqnet.org/qnet/research/RI2002/pdfs/MMarticle.pdf**

Resource Type	STANDARD 5: HEALTH
PRINT MATERIALS	American Academy of Pediatrics, American Public Health Association & National Resource Center for Health and Safety in Child Care. (2004). *Caring for our children: National health and safety performance standards: Guidelines for out-of-home child care programs.* (2nd ed.). St. Paul, MN: Redleaf Press. Aronson, S.S. (Ed.). (2002). *Healthy young children: A manual for programs.* Washington, DC: NAEYC. Bennett, B.S., Hendricks, C., & Smith, C.J. (1997). *Growing, growing strong: A whole health curriculum for young children.* St. Paul, MN: Redleaf Press. Landy, S. (2002). *Pathways to competence: Encouraging health, social and emotional development in young children.* Baltimore: Paul Brookes. Rice, J.A. (1997). *Those itsy-bitsy teeny-tiny not-so-nice head lice.* St. Paul, MN: Redleaf Press. Rice, J.A. (1997). *Those icky sticky smelly cavity-causing but…Invisible germs.* St. Paul, MN: Redleaf Press. Rice, J.A. (1997). *Those mean nasty dirty downright disgusting but…Invisible germs.* St. Paul, MN: Redleaf Press. Rice, J.A. (1997). *Those ooey gooey winky blinky but…Invisible pinkeye germs.* St. Paul, MN: Redleaf Press. Sandall, S., Hemmeter, M.L., Smith, B.J., & McLean, M.E. (2005). *DEC recommended practices in early intervention/early childhood special education.* (2nd ed.). Longmont, CO: Sopris West. Stoll, B.H. (2000). *A to Z health and safety in the child care setting.* St. Paul, MN: Redleaf Press.
VIDEOS/CDS	Clearvue. (2003). *Preschool fun for kids! Hygiene and safety.* Chicago: Author. Clearvue. (2000). *Tooth wisdom: Your teeth and how to take care of them.* Chicago: Author. Clearvue. (1999). *Good bodies: Invaders.* Chicago: Author. Early Childhood Directors Association. (n.d.). *Reducing the risk: A child care provider educational training package.* St. Paul, MN: Redleaf Press. Gravell, J., Kendrick, A.S., & Massachusetts Department of Public Health. (2002). *Family child care health and safety video and checklist.* St. Paul, MN: Redleaf Press.
WEB/ ELECTRONIC	**Effectiveness of teaching methods for toothbrushing in preschool children** – This is an online article summarizing a research study that compared various methods of teaching children to brush their teeth. The results supported one particular method as being most effective in keeping children's teeth clean. **http://www.forp.usp.br/bdj/bdj13%282%29/v13n2a11/v13n2a11.html** **Healthy routines and habits** - Focusing specifically on healthy routines and habits, the web site provides a listing of 56 web sites on this topic. The plethora of resources will be very helpful to all individuals working with young children. **http://cyfernet.ces.ncsu.edu/cyfdb/browse_3.php?cat_id=483&category_name=Healthy+Routines+and+Habits&search=NNCC&search_type=browse** **Let's talk teeth** – This web site provides a lesson plan designed to teach preschool children about their teeth and the importance of taking good care of them. **http://atozteacherstuff.com/pages/1702.shtml** **Nutrition and diet** - This web site provides categories of information pertaining to nutrition in young children. Each category provides a bibliography of many excellent web sites on the particular topic. Categories include childhood obesity, dietary guidelines, food and nutrition activities, food safety, meals and snacks, and mealtime behavior. **http://cyfernet.ces.ncsu.edu/cyfdb/browse_2pageAnncc.php?subcat=Nutrition+and+Diet&search=NNCC&search_type=browse** **Online story time** – This web site provides various stories to be used to teach a multitude of lessons, including those related to hygiene and nutrition. **http://www.first-school.ws/theme/onlinestory.htm#steps**

Resource Type	STANDARD 6: TEACHERS
PRINT MATERIALS	Baker, A.C., & Manfredi/Petit, L.A. (2004). *Relationships, the heart of quality care: Creating community among adults in early care settings*. Washington, DC: NAEYC. Barrera, I., Corso, R.M., & MacPherson, D. (2003). *Skilled dialogue: Strategies for responding to cultural diversity in early childhood.* Baltimore: Paul Brookes. Buysse, V., & Wesley, P.W. (2004). *Consultation in early childhood settings.* Baltimore: Paul Brookes. Center for Child and Family Studies. (1995). *Culture, family, and providers.* Sacramento, CA: California Department of Education. Dettmer, P., Thurston, L.P., & Dyck, N. (2005). *Consultation, collaboration and teamwork for students with special needs.* Boston: Allyn and Bacon. Donahue, P.J., Falk, B., & Provet, A.G. (2000). *Mental health consultation in early childhood.* Baltimore: Paul Brookes. Edwards, P.A. (1999). *A path to follow: Learning to listen to parents*. New York: Heinemann. Fishbaugh, M.S.E. (2000). *The collaboration guide for early career educators*. Baltimore: Paul Brookes. Guralnick, M. (Ed.) (2001). *Early childhood inclusion: Focus on change*. Baltimore: Paul Brookes. Kalyanpur, M., & Harry, B. (1999). *Culture in special education: Building reciprocal family-professional relationships.* Baltimore: Paul Brookes. Kostelnik, M.J., Onaga, E., Rohde, B., & Whiren, A. (2002). *Children with special needs: Lessons for early childhood professionals*. New York: Teachers College Press. Miller, P., Fader, L., & Vincent, L.J. (2000). Preparing early childhood educators to work with children who have exceptional needs. In National Institute on Early Childhood Development and Education, *New teachers for a new century: The future of early childhood professional preparation*. Washington, DC: U.S. GPO. Project Copernicus. (1992). *Building parent/professional collaboration: Facilitator's guide.* Baltimore: Kennedy Krieger Institute. Pulido-Tobiassen, D., & Gonzalez-Mena, J. (1999). *A place to begin: Working with parents on issues of diversity.* Sacramento, CA: California Tomorrow. Silverman, R., Welty, W.M., & Lyon, S. (1996). (2nd ed.). *Case studies for teacher problem solving.* New York: McGraw-Hill. Southwest Educational Development Laboratory (SEDL). (2000). *Family and community involvement: Reaching out to diverse populations.* Austin, TX: Author. Stayton, V.D., Miller, P.S., & Dinnebeil, L.A. (Eds.). (2003). *DEC personnel preparation in early childhood special education: Implementing the DEC recommended practices.* Denver: Sopris West. Tertell, E.A., Klein, S.M., & Jewett, J.L. (Eds.) (1998). *When teachers reflect: Journeys toward effective, inclusive practice*. Washington, DC: NAEYC. Turnbull, A., & Turnbull, R. (2001). (4th ed.). *Families, professionals and exceptionality: Collaborating for empowerment*. Upper Saddle River, NJ: Merrill Prentice Hall.
VIDEOS/ CDS	◊ **Edelman, L. (1991). *Delivering family-centered, home-based services.* Baltimore: Kennedy Krieger Institute.** Kunc, N., & Van der Klift, E. (1995). *A credo for support.* Nanaimo, BC: Axis Consultation & Training, Ltd. NAEYC. (1988). *Appropriate curriculum for young children: The role of the teacher.* Washington, DC: Author. Perez-Mendez, C., & Moore, S.M. (2003). *Language and culture: Respecting family choices.* Boulder, CO: Landlocked Films LLC. ◊ **Waletzko, P., & Ressemann, S. (1997). *Recipe for life*. Waite Park, MN: The iDEA Group**

Resource Type	STANDARD 6: TEACHERS
WEB/ ONLINE	**Beginning school ready to learn** – This online article presents the position of the National Association of School Psychologists on school readiness. The article emphasizes the importance of teacher-parent communication as a precursor to school readiness. **www.nasponline.org/publications/sprsum283.html** **Clearinghouse on Early Education and Parenting: Connecting with Parents in the Early Years** - A research based document, this on-line book summarizes findings on disseminating information about child rearing to parents. Topics include connecting with parents, communicating with parents, and passing on to parents critical information relating to childrearing. **http://ceep.crc.uiuc.edu/pubs/connecting.html** **Evolving partnerships with parents: Self learning module** – This is a wonderful online lesson designed to help teachers recognize the importance of collaborating with parents. A variety of information is available to read, and a quiz at the end tests the individual's knowledge of parent-teacher collaboration. **http://www.theeducationteam.com/education/forming_partnerships.htm** **The Future of Children: The Children of Immigrant Families** - This extensive document discusses many issues pertaining to immigrant families. Key topics include recommendations for children of immigrant families, life circumstances of immigrant families, ways to support immigrant children, and challenges immigrant children face. This is an excellent resource for anyone working with this population. **http://www.futureofchildren.org/usr_doc/Volume14_No2.pdf**

Resource Type	STANDARD 7: FAMILIES
PRINT MATERIALS	Baker, A.C., & Manfredi/Petit, L.A. (2004). *Relationships, the heart of quality care: Creating community among adults in early care settings*. Washington, DC: NAEYC. Batshaw, M. (2001). *When your child has a disability.* Baltimore: Paul Brookes. Bishop, K.K., Woll, J., & Arango, P. (1993). *Family/professional collaboration for children with special health needs and their families.* Arlington, VA: National Center for Education in Maternal and Child Health. Blose, D., & Smith, L. (1995). *Thrifty nifty stuff for little kids: Developmental play using home resources.* Austin, TX: PRO-ED. Blough, J., Brown, P., Dietrich, S., & Fortune, L.B. (1996). (2nd ed.). *The parent leadership program training manual.* Bethesda, MD: Institute for Family-Centered Care. California Department of Education. (1999). *Handbook on family involvement in early childhood special education programs.* Sacramento, CA: Author. Center for Child and Family Studies. (1995). *Culture, family, and providers.* Sacramento, CA: California Department of Education. Child Development Resources. (1991). *How can we help? A resource for families.* Norge, VA: Author. Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom.* New York: The New Press. Edelman, L., Greenland, B., & Mills, B.L. (1992). *Family-centered communication skills: Facilitator's guide.* Baltimore: Kennedy Krieger Institute. Edwards, P.A. (1999). *A path to follow: Learning to listen to parents.* New York: Heinemann. Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures.* New York: Noonday Press. Fagan, J., & Palm, G. (2004). *Fathers and early childhood programs.* Clifton Park, NY: Delmar. Fialka, J., & Mikus, K.C. (1999). *Do you hear what I hear? Parents and professionals working together for children with special needs.* Ann Arbor, MI: Proctor Publications. Graves, D.E., & Suitor, C.W. (1998). (2nd ed.). *Celebrating diversity: Approaching families through their food.* Arlington, VA: National Maternal and Child Health Clearinghouse. Hanson, M.J., & Lynch, E.W. (2004). *Understanding families: Approaches to diversity, disability and risk.* Baltimore: Paul Brookes. Hewitt, D. (1995). *So this is normal, too? Teachers and parents working out developmental issues in young children.* St. Paul, MN: Redleaf Press. Jeppson, E.S., & Thomas, J. (1995). *Essential allies: Families as advisors.* Bethesda, MD: Institute for Family-Centered Care. Jeppson, E.S., Thomas, J., Markward, A., Kelly, J.A., Koser, G., & Diehl, D. (1997). *Making room at the table: Fostering family involvement in the planning and governance of formal support systems.* Chicago: Family Resource Coalition of America. Kalyanpur, M., & Harry, B. (1999). *Culture in special education: Building reciprocal family-professional relationships.* Baltimore: Paul Brookes. Kelker, K.A. (1987). *Making the system work: An advocacy workshop for parents.* Portland, OR: Portland State University Regional Research Institute for Human Services. Kennedy Krieger Institute. (1992). *Building parent/professional collaboration.* St. Paul, MN: Pathfinder Resources, Inc. Klein, S.D., & Kemp, J.D. (2004). *What adults with disabilities wish all parents knew: Reflections from a different journey.* New York: McGraw-Hill. Klein, S.D., & Scive, K. (2001). *You will dream new dreams: Inspiring personal stories by parents of children with disabilities.* New York: Kensington Books. Lanfer, S., & Kane, K. (Eds.). (2003). *Including every parent: A step-by-step guide to engage and empower parents at your school.* Dorchester, MA: Project for School Innovation. Lilly, E., & Green, C. (2004). *Developing partnerships with families through children's literature.* Upper Saddle River, NJ: Pearson Education. Lynch, E.W., & Hanson, M.J. (2004). (3rd ed.). *Developing cross-cultural competence: A guide for working with children and their families.* Baltimore: Paul Brookes. Marsh, J. (Ed.). (1994). *From the heart: On being the mother of a child with special needs.* Bethesda, MD: Woodbine House.

Resource Type	STANDARD 7: FAMILIES
	McCaleb, S.P. (1995). *Building communities of learners: A collaboration among teachers, students, families, and community.* Mahwah, NJ: Lawrence Erlbaum Associates, Inc. McDonald, S. (1999). *Idea bags: Activities to promote the school-to-home connection.* St. Paul, MN: Redleaf Press. McWilliam, P.J., & Winton, P.J. (1990). *Brass tacks: Part 1 – Program policies and practices; Part II – Individual interactions with families.* Chapel Hill, NC: FPG Child Development Institute. Morris, L.R., & Schulz, L. (1989). (2nd ed.) *Creative play activities for children with disabilities: A resource book for teachers and parents*. Champaign, IL: Human Kinetics Books. Parent Leadership Development Project. (2002). *Parent leadership development: Building strong voices for children.* Chapel Hill, NC: FPG Child Development Institute. Parents Reaching Out. (2003). (Rev. ed.). *Keeping it together: A notebook for families.* Los Lunas, NM: Author. Powell, D.R. (2000). Preparing early childhood professionals to work with families. In National Institute on Early Childhood Development and Education, *New teachers for a new century: The future of early childhood professional preparation*. Washington, DC: GPO. Project Copernicus. (1992). *Building parent/professional collaboration: Facilitator's guide.* Baltimore: Kennedy Krieger Institute. Pulido-Tobiassen, D., & Gonzalez-Mena, J. (1999). *A place to begin: Working with parents on issues of diversity.* Sacramento, CA: California Tomorrow. Ritter, S., & Gottfried, S. (2002). *Tomorrow's child: Benefiting from today's family-school-community business partnerships.* Greensboro, NC: SouthEastern Regional Vision for Education (SERVE). Rowan, L., Meyden, R.V., & Pehrson, C. (1999). *Serving families of diverse cultures.* Logan, UT: SKI-HI Institute. Schwartz, S., (2004). (3rd.ed.) *The new language of toys: Teaching communication skills to children with special needs: A guide for parents and teachers*. Bethesda, MD: Woodbine House. Southwest Educational Development Laboratory (SEDL). (2000). *Family and community involvement: Reaching out to diverse populations.* Austin, TX: Author. Turnbull, A., & Turnbull, R. (2001). (4th ed.). *Families, professionals and exceptionality: Collaborating for empowerment.* Upper Saddle River, NJ: Merrill Prentice Hall. Valdes, G. (1996). *Con respeto: Bridging the distances between culturally diverse families and schools.* New York: Teachers College Press. Zipper, I.N., Hinton, C., Weil, M., & Rounds, K. (1993). *Family-centered service coordination: A manual for parents.* Cambridge, MA: Brookline Books.
VIDEOS/ CDS	Carter, M. (n.d.). *Building bridges between teachers and families.* St. Paul, MN: Redleaf Press. ◊ **Chen, D., Chan, S., & Brekken, L. (2000). *Conversations for three: Communicating through interpreters*. Baltimore: MD: Paul Brookes.** ◊ **Early Connections for Infants, Toddlers and Families, Colorado Department of Education. (1998). *One of the family.* Denver, CO: Western Media Products.** ◊ **Edelman, L. (1991). *Just being kids: Supports and services for infants and toddlers and their families in everyday routines, activities, and practices.* Denver: Western Media Products.** El Valor. (1998). *My parents, my teachers.* Chicago: Author. ◊ **Freeman, T., Hutter-Pishgahi, L., & Traub, E. (2000). *Welcoming all children: Creating inclusive child care*. Bloomington, IN: Indiana Institute on Disability and Community.** ◊ **Gonzalez-Mena, J. (1996). *Diversity: Contrasting perspectives*. Crystal Lake, IL: Magna Systems.** ◊ **Learner Managed Designs. (1989). *A circle of inclusion*. Lawrence, KS: Author.** ◊ **NAEYC. (2000). *Child care and children with special needs*. Washington, DC: Author.** NAEYC. (1996). *Cultivating roots: Home/school partnerships.* Washington, DC: Author. NAEYC. (1989). *Partnerships with parents.* Washington, DC: Author. ◊ **Orlena Hawks Puckett Institute. (2002). *Possibilities: A mother's story*. Morganton, NC: Winterberry Press.** ◊ **Partnerships for Inclusion. (1993). *Can I play too?* Chapel Hill, NC: FPG Child Development Institute, UNC-CH.**

Resource Type	STANDARD 7: FAMILIES
	Perez-Mendez, C., & Moore, S.M. (2003). *Language and culture: Respecting family choices.* Boulder, CO: Landlocked Films LLC. ◊ **Portage Project. (1995).** ***To have a friend.*** **Portage, WI: Author.** Staton, J. (1995). *Listening to families.* Van Nuys, CA: Child Development Media, Inc. ◊ **Waletzko, P., & Ressemann, S. (1997).** ***Recipe for life.*** **Waite Park, MN: The iDEA Group** Washington State Fathers Network. (1989). *Special kids, special dads.* Bellevue, WA: Author.
WEB/ ONLINE	**Clearinghouse on Early Education and Parenting: Connecting with Parents in the Early Years** - A research based document, this on-line book summarizes findings on disseminating information about child rearing to parents. Topics include connecting with parents, communicating with parents, and passing on to parents critical information relating to childrearing. **http://ceep.crc.uiuc.edu/pubs/connecting.html** **Connecting with parents in the early years** - The authors of this on-line book provide an interdisciplinary review of the literature related to strengthening the capacities of programs that serve young children and their families. Though their research examined effective ways of reaching all parents, they focused particularly on the issues of effective communication with families who were considered more challenging to reach and serve. **http://ceep.crc.uiuc.edu/pubs.html** **DEC Position Statement on Responsiveness to Family Cultures, Values and Languages -** Family-based practices hinge on the capacity of individuals who work with children to respect, value and support the culture, values and languages of each home and promote the active participation of all families. This thoughtful document delineates the characteristics of responsive individuals and organizations. **http://www.dec-sped.org/pdf/positionpapers/Position_Responsive_Culture.pdf** **DEC Recommended Practices Family-Based Practices Strand Reference List** - Key research in peer-reviewed professional journals from 1990 through 1998 were identified through a national process facilitated by DEC. ***http://www.dec-sped.org/images/word_documents/FamilyBasedStrand.doc*** **Evolving partnerships with parents: Self learning module** – This is a wonderful online lesson designed to help teachers recognize the importance of collaborating with parents. A variety of information is available to read, and a quiz at the end tests the individual's knowledge of parent-teacher collaboration. **http://www.theeducationteam.com/education/forming_partnerships.htm** **Family centered services: Guiding principles and practices for delivery of family centered services** – This on-line book is an excellent resource for providing family centered services. **http://www.state.ia.us/educate/ecese/cfcs/ea/doc/fcs.pdf** **Family Village (A Global Community of Disability-Related Resources)** - The Family Village community includes informational resources on specific diagnoses, communication connections, adaptive products and technology, adaptive recreational activities, education, worship, health issues, disability-related media and literature and much more! The resources they feature are always changing, but the emphasis on supporting family-based practices remains constant. **http://www.familyvillage.wisc.edu/** **Family Voices** - This web site of families and friends speaking on behalf of children with special needs can be a great place to find resources and information. While much of the emphasis is on health issues, this site offers much more, including policy briefs, instructional resources, fact sheets and information links. **http://www.familyvoices.org/** **Family involvement in children's education** - This online idea book describes how some schools and their communities have overcome key barriers -- finding the time, increasing their information about each other, bridging school-family differences, improving programs and tapping external supports to strengthen school-family partnerships. **http://www.ed.gov/pubs/FamInvolve/index.html**

Resource Type	STANDARD 7: FAMILIES
	FamilyNet - Covering relationships, parenting and home life for gay, lesbian, bisexual and transgender people and their families is the purpose of this web site. It offers a range of information and resources that can be used to support family-based practices. ***http://www.hrc.org/familynet/*** **Federation for Children with Special Needs** - The Federation was organized in 1975 as a coalition of parent groups representing children with a variety of disabilities. Their web site offers a variety of services and resources and to parents, parent groups and others who are concerned with supporting family-based practices. **http://www.fcsn.org** **The Future of Children: The Children of Immigrant Families** - This extensive document discusses many issues pertaining to immigrant families. Key topics include recommendations for children of immigrant families, life circumstances of immigrant families, ways to support immigrant children, and challenges immigrant children face. This is an excellent resource for anyone working with this population. **http://www.futureofchildren.org/usr_doc/Volume14_No2.pdf** **Guiding Practitioners Toward Valuing and Implementing Family-Centered Practices** - Previously offered in *Reforming Personnel Preparation in Early Intervention,* this chapter, which highlights key concepts, methods and materials, is now available online. The title says it all. **http://www.fpg.unc.edu/~scpp/pdfs/Reforming/10-253_276.pdf** **Institute for Family-Centered Care** - The Institute serves as a central resource for family members, administrators, policy-makers and members of the health care field, including medical education. This site shares information, facilitates problem solving and promotes dialogue among individuals and organizations working toward family-centered care. **http://www.familycenteredcare.org/** **Kids Together, Inc.** - Get a family and consumer-eye view on family-based practices at this creative web site. Cartoons, essays, links and many other offerings can help practitioners to see thing from a different angle. Be sure to look at "When a Professional Says" (www.kidstogether.org/prof-say.htm), which is located in the Perspectives section. **http://www.kidstogether.org/** **U.S. Department of Education: Helping Your Preschool Child** - This booklet highlights techniques parents can use to encourage their children to develop the skills necessary for success in school and life by focusing on activities that make learning fun. **http://www.ed.gov/parents/earlychild/ready/preschool/part.html**

Resource Type	STANDARD 8: COMMUNITY PARTNERSHIPS
PRINT MATERIALS	Baker, A.C., & Manfredi/Petit, L.A. (2004). *Relationships, the heart of quality care: Creating community among adults in early care settings*. Washington, DC: NAEYC. Bruner, C. (1991). *Thinking collaboratively: Ten questions and answers to help policy makers improve children's services.* Washington, DC: Institute for Educational Leadership. Collaborative Services In-service Demonstration Project. (1996). *Collaboration: Putting the puzzle pieces together.* Farmington, CT: University of Connecticut Health Center. Howes, C. (2003). *Teaching 4- to 8- year-olds: Literacy, math, multiculturalism and classroom community.* Baltimore: Paul Brookes. Mattesich, P.W., Murray-Close, M., & Monsey, B.R. (2001). (2nd ed.). *Collaboration: What makes it work.* St. Paul, MN: Amherst H. Wilder Foundation. Regional Educational Laboratory Network. (2000). *Continuity in early childhood: A framework for home, school, and community linkages.* Tallahassee, FL: SERVE. U.S. Department of Health and Human Services. (1998). *Community partnerships: Working together.* Washington, DC: U.S. Government Printing Office. Winer, M., & Ray, K. (1994). *Collaboration handbook: Creating, sustaining, and enjoying the journey.* St. Paul, MN: Amherst H. Wilder Foundation.
VIDEOS/ CDS	◊ **Edelman, L. (1991). *Just being kids: Supports and services for infants and toddlers and their families in everyday routines, activities, and practices.* Denver: Western Media Products.** ◊ **Orlena Hawks Puckett Institute. (2002). *Possibilities: A mother's story*. Morganton, NC: Winterberry Press.** Rosin, P., Whitehead, A., Tuchman, L.I., Jesien, G.S., & Begun, A. (1993). *Parents and professionals: Partners in co-service coordination.* Madison, WI: Waisman Center Early Intervention Program.
WEB/ ONLINE	**Building community partnerships for learning** - This web site offers a review of key research findings on the importance of involving families, examples of collaborative efforts that are working, links to Strong Families, Strong Schools (a publication of the national family initiative of the U.S. Department of Education), and links to other sites related to families and family involvement in education. http://eric-web.tc.columbia.edu/families/strong/index.html **Community connections: Helping to facilitate the participation of children with disabilities in community settings** - The Community Connections web site offers information to increase opportunities for young children with special needs to participate in their communities. **http://www.communityconnections.umd.edu/** **Piecing Together the Community Puzzle** - Discussion of rich, complex stories (or teaching cases) of families and their complex lives can be a great resource in building problem-solving and decision-making skills. The complicated issues faced by Carol, a home-based early interventionist and service coordinator, in working with the Williams family are chronicled in this story. Bobby Williams, who is almost 3 years old, has multiple and severe disabilities with associated medical needs. Several agencies and professionals are involved with the family, requiring interagency coordination and collaboration. Additional information about using teaching cases is available at *http://www.fpg.unc.edu/~cmi* . On the left navigation bar, select Case Stories. - Select Piecing Together the Community Puzzle. - Get discussion questions at the end of the story.

Resource Type	STANDARD 9: PHYSICAL ENVIRONMENT
PRINT MATERIALS	Curtis, D., & Carter, D. (2003). *Designs for living and learning.* St. Paul, MN: Redleaf Press. Exelby, B., & Isbell, R. (2001). *Early learning environments that work.* St. Paul, MN: Redleaf Press. Feldman, J.R. (1999). *Wonderful rooms where children can bloom.* Peterborough, NH: Crystal Springs Books. ◊ **Gould, P., & Sullivan, J. (1999).** *The inclusive early childhood classroom: Easy ways to adapt learning centers for all children.* **Beltsville, MD: Gryphon House.** Harms, T., & Clifford, R. (1989). *Family Day Care Rating Scale (FDCRS).* Williston, VT: Teachers College Press. Harms, T., Clifford, R., & Cryer, D. (1998). (Revised ed.). *Early Childhood Environment Rating Scale (ECERS-R).* Williston, VT: Teachers College Press. Lowman, L.A., & Ruhmann, L.H. (1998). Simply sensational places. *Young Children, May,* 11-17. Moore, G.T. (1996). How big is too big? How small is too small? Child care facility design. *Child Care Information Exchange, 110,* 21-24. Passantino, R.J. (1993). *The architecture of children's centers. Educational Facility Planner, 31(4),* 10-14. Sanoff, H. (1995). *Creating environments for young children.* Raleigh, NC: North Carolina State University.
VIDEOS/ CDS	◊ **Freeman, T., Hutter-Pishgahi, L., & Traub, E. (2000).** *Welcoming all children: Creating inclusive child care.* **Bloomington, IN: Indiana Institute on Disability and Community.** Kittredge, B., & Dodge, D.T. (2004). *Room arrangements as a teaching strategy.* (Revised ed.). St. Paul, MN: Redleaf Press. Modigliani, K., Moore, E., & The Family Child Care Project. (n.d.). *Many right ways: Video and handbook design your home child care environment.* St. Paul, MN: Redleaf Press. NAEYC. (1997). *Safe active play: A guide to avoiding play area hazards.* Washington, DC: Author. NAEYC. (1996). *Places to grow: The learning environment.* Washington, DC: Author.
WEB/ ONLINE	**Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care** – An online book, this discusses regulations for child care centers. **http://nrc.uchsc.edu/CFOC/index.html** **Early childhood centers** – This article discusses key spaces in early childhood centers, as well as issues in designing these spaces. The importance of the design of these centers is also emphasized. **http://www.edfacilities.org/pubs/earlychild.pdf** **Environments assessments and accreditation guides** – These guides, available to download for free, help individuals think about what types of products are necessary in early childhood settings in order to meet various accreditation standards. **http://www.environmentsresources.info/r_pages.cfm?ID=103** **Environment planning guides** – A commercial web site focusing on designing environments for children, planning guides are provided for various age groups to assist in creating appropriate environments. These guides are available to download for free. **http://www.environmentsresources.info/r_pages.cfm?ID=104** **Safe, healthy environments** – The Canadian Public Health Agency provides a variety of guidelines on what environments are safe for children and what are not. **http://www.phac-aspc.gc.ca/dca-dea/allchildren_touslesenfants/she_main_e.html** **Space, schools, and the younger child** – This document describes the types of indoor and outdoor spaces crucial for early childhood development and how space and the way it is used have evolved in recent years. **http://www.school-works.org/pdf/FORUM%2046_1_web.pdf**

Resource Type	STANDARD 10: LEADERSHIP AND MANAGEMENT
PRINT MATERIALS	Bloom, P.J. (2003). *Leadership in action: How effective directors get things done.* St. Paul, MN: Redleaf Press. Bloom, P.J. (2000). *Circle of influence: Implementing shared decision making and participant management.* St. Paul, MN: Redleaf Press. Bloom, P.J., Sheerer, M., & Britz, J. (1991). *Blueprint for action: Achieving center-based change through staff development.* St. Paul, MN: Redleaf Press. Buysse, V., & Wesley, P.W. (2004). *Consultation in early childhood settings.* Baltimore: Paul Brookes. Carter, M., & Curtis, D. (1998). *Training teachers: A harvest of theory and practice.* St. Paul, MN: Redleaf Press. Cherry, C., Harkness, B., & Kusma, K. (2003). *The child care center management guide.* (3rd ed.). St. Paul, MN: Redleaf Press. Fishbaugh, M.S.E. (2000). *The collaboration guide for early career educators.* Baltimore: Paul Brookes. Hanft, B.E., Rush, D.D., & Shelden, M.L. (2004). *Coaching families and colleagues in early childhood.* Baltimore: Paul Brookes. Johnson, D.W., & Johnson, R.T. (1997). *Learning to lead teams: Developing leadership skills.* Edina, MN: Interaction Book Company. Kagan, S.L., & Bowman, B.T. (Eds.). (1997). *Leadership in early care and education.* Washington, DC: NAEYC. Kaner, S. (1996). *Facilitator's guide to participatory decision-making.* Gabriola Island, British Columbia: New Society Publishers. Rodd, J. (1998). (2nd ed.). *Leadership in early childhood.* New York: Teachers College Press. Roehlkepartain, J.L., & Leffert, N. (2000). *A leader's guide to what young children need to succeed.* Minneapolis, MN: Free Spirit Publishing Inc. Sullivan, D.R. (2003). *Learning to lead: Effective leadership skills for teachers of young children.* St. Paul, MN: Redleaf Press. Winer, M., & Ray, K. (1994). *Collaboration handbook: Creating, sustaining and enjoying the journey.* St. Paul, MN: Amherst. H. Wilder Foundation Publishing Center.
VIDEOS/ CDS	◊ **Brown, J., & Edelman, L. (Producers). *Gone through any changes lately?* Denver, CO: Western Media Products.** Drummond, T. (n.d.). *The hiring tape: Four scenes at preschool.* St. Paul, MN: Redleaf Press. NAEYC. (1996). *Seeds of change: Leadership and staff development.* Washington, DC: Author. NAEYC. (1994). *Child care administration: Tying it all together.* Washington, DC: Author. NAEYC. (1989). *Building quality child care: An overview.* Washington, DC: Author. ◊ **Olson, J. (1994). *Navigating new pathways: Obstacles to collaboration.* Moscow, ID: Idaho Center on Disabilities and Human Development.** ◊ **Training Resource Center/NJDA. (1992). *The goose story.* Richmond, KY: E. Kentucky University.** Virginia Institute for Developmental Disabilities. (1990). *Interdisciplinary teamwork: A team in name only and becoming an effective team.* Van Nuys, CA: Child Health and Development Media, Inc.
WEB/ ONLINE	**Identifying and implementing educational practices supported by rigorous evidence: A user friendly guide** - The U.S. Department of Education's Institute of Education Sciences (IES) recently published a guide. The guide is intended to serve as a user-friendly resource that the education practitioner can use to identify and implement evidence-based interventions to improve educational and life outcomes for the children they serve. **http://www.ed.gov/rschstat/research/pubs/rigorousevid/index.html** **Meeting great expectations: Integrating early education program standards in child care** - What are the similarities and differences among program standards, licensing regulations and early learning standards/outcomes? If you're a bit fuzzy on the answer, this resource may be very helpful. This 60-page document from the Center for Law and Social Policy (CLASP) explores the value of program standards in early education and highlights examples of how seven states have integrated early education program standards in child care. **http://www.clasp.org/publications/meeting_rpt.pdf**